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ABSTRACT

This teacher's manual is designed for teaching deaf adolescents about human sexuality. Each chapter is organized into topic objectives, large group content presentation strategies, small group activities, materials, and resources. Topics include: (1) relationships; (2) adolescent growth and development; (3) female and male anatomy; (4) conception, fetal development, and birth; (5) contraception; (6) sexual intercourse and responsibilities; and (7) sex roles. Recommendations for implementing the program and guidelines for leading small group discussions are provided. A human sexuality pre- and post-test with illustrated questions is also included. (RC)

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YOU AND ME AND HUMAN SEXUALITY

TEACHER'S MANUAL

By Emily Morrill Young
Middle School Counselor
Texas School for the Deaf

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ACKNOWLEDGEMENTS

The motivation for the manual, You and Me and Human Sexuality, grew from the recognition that our deaf students have a right to learn about human sexuality in an appropriate manner. The manual addressed that right, and was written for these students. This accompanying teacher's manual was written a year later so that teachers can be more effective in the teaching of human sexuality.

Many individuals have contributed their time and skills in the creation of this manual. Sincere gratitude is expressed to Claire Bugen, Middle School Instructional Supervisor, through whose efforts the reality of the human sexuality program at the Texas School for the Deaf was brought into being. A special thanks is due to Sharon Wood-McKinney for her authorship of the introductory chapter.

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To receive feedback regarding the strengths and weaknesses of this manual, copies were sent to several field test readers for their evaluation.

Descriptive statements were written concerning each chapter and field test readers were requested to respond (on a scale of 5 to 1) relative to their agreement. Results were quantified and summed by each statement which provided a profile of the areas requiring improvement. Special recognition is due to the following readers for their contributions:

Ms. Carlene Carl, Supervisor
Nacogdoches Regional Day School for the Deaf
1301 Looneyville Road
Nacogdoches, Texas 75961

Mrs. Dorine Cunningham, Educational Program Director
Division of Services for the Deaf, Regional Office
725 South Central Expressway, Suite D-11
Richardson, Texas 75080

Ms. Jean Marie De Salle, Supervisor
Regional Day School for the Deaf
Temple Independent School District
Temple, Texas 76501

Mrs. Della Fitz-Gerald
Masters & Johnson Institute
4910 Forest Park Boulevard
St. Louis, Missouri 63108

Mr. Max Fitz-Gerald
Masters & Johnson Institute
4910 Forest Park Boulevard
St. Louis, Missouri 63108

Ms. Dianne Friend, Supervisor
Waco Regional School for the Deaf
315 Jefferson
Waco, Texas 76702

Ms. Pauline Hamilton, Supervisor
Richardson Heights Elementary
101 N. Floyd Road
Richardson, Texas 75080

Ms. Kathy Kelly
Media Development for the Hearing Impaired
318 Barkley Memorial Center
Lincoln, Nebraska 68583

Ms. Randy Knopf, Teacher of the Hearing Impaired
Joe Lawrence Elementary School
3811 Richman Drive
Mesquite, Texas 75150

Mr. Phil La Baberra, Supervising Instructional Counselor
California School for the Deaf
2601 Warring Street
Berkeley, California

Ms. Barbara Lincoln, Teacher of Hearing Impaired
Region VIII Education Service Center
100 North Riddle Street
Mt. Pleasant, Texas 75455

Dr. Ted McIlvenna, Director
Institute for Advanced Study of Human Sexuality
1521 Franklin Street
San Francisco, California 94109

Ms. Lynda Micus, Teacher of the Hearing Impaired
Joe Lawrence Elementary School
3811 Richman Drive
Mesquite, Texas 75150

Ms. Pattie Moore, Deaf/Blind Counselor-Coordinator
State Commission for the Blind
Chris Cole Rehabilitation Center for the Blind
4800 North Lamar
Austin, Texas 78756

Ms. Mary Pacyna, Coordinator of Human Growth and Development Curriculum
American School for the Deaf
139 North Main Street
West Hartford, Connecticut 06107

Sandy Sansom, Elementary Teacher
Texas School for the Deaf
1102 South Congress Avenue
Austin, Texas 78704

Millie Stansfield, Research Associate/Staff Interpreter
Center of Deafness: Research, Training, and Mental Health Services
1474 Fifth Avenue
San Francisco, California 94143

Dr. Robert E. Stepp, Director
Media Development Project for the Hearing Impaired
318 Barkley Memorial Center
Lincoln, Nebraska 68583

Mrs. JoAnne Treadwell, Deaf Education Teacher
Lufkin Public Schools
810 South Raquet
Lufkin, Texas 75901

Ms. Marietta L. Yeates, Deaf Education Teacher
Special Events
Lufkin Public Schools
810 South Raquet
Lufkin, Texas 75901

It is with deep appreciation to all those who have contributed in making this manual a reality that the following material is presented.

Gerald Pollard, Ph.D.
Project Director/Director of Communication Center

FOREWARD

The availability of human sexuality materials, designed for the deaf adolescent, are at present minimal. The teachers, administrators, counselors, and parents at the Texas School for the Deaf felt a strong commitment to educate our deaf youngsters about their sexuality. Therefore, a pilot human sexuality program was initiated. The local Planned Parenthood Educational Director, Steve Schott, was contacted and a pilot human sexuality program began. Mr. Schott provided twelve hours of inservice education to the teachers, counselors and administrative staff who volunteered to participate. He assisted the staff in the task of curriculum selection, adaptation and was the large group presentor during 12 implementation phases with a total of 185 deaf students. Any and every avenue of communication (e.g. total communication, films, slides, human anatomy models, charts, pictures, transparencies, role playing, small group discussions, values clarification exercises, etc.) was utilized to present and clarify the information. The results were very encouraging such as: more positive sexual attitudes, more appropriate sexual expressions to the opposite sex, facilitative communication, and certainly an awareness of whom to seek for honest, objective answers and assistance concerning any sexual matter. The children seemed to appreciate the fact that they were respected enough as growing young adults for the staff to take the time and trouble to educate them about a vital part of their lives ... their sexuality.

The success of this pilot program reinforced the staff's belief that a human sexuality program was necessary and beneficial.

This experience inspired the staff to write a human sexuality curriculum so that others may benefit by using it as a reference. It is to this end that the following teacher's manual and student manuals are provided.

USES FOR THE STUDENT MANUAL: YOU AND ME AND HUMAN SEXUALITY

The student manual is recommended as an individual text for classroom instruction. The teacher or team of teachers can proceed through the manual as they would with a reading textbook. The format is designed to focus on topical presentations with the use of group dynamics and enrichment activities. Both these methods require visual aids, role playing, realia to touch, smell, and see, and competent group discussion facilitators.

The student manual is written on a 2nd to 4th grade reading level and is recommended for placement in your local school library. It should not be filed away on a "secret" shelf, but available for any deaf youth or adult to read for his own information if he/she so desires. It would be more valuable to suggest to the youngster to read it with a houseparent, dorm counselor, parent, older, close friend, teacher friend, school counselor, etc., in case they need to ask questions or explore concepts.

A WORD ABOUT BEING AN INSTRUCTOR

A team approach is highly recommended because no one person should bear the responsibility of such an emotionally-explosive subject as human sexuality education.

Recommendations:

It is absolutely essential that sex education instructors participate in an inservice training program prior to working with the students. Benefits of an inservice training program include the following:

1. Updates and provides a common base of medical/technical knowledge.
2. Desensitizes the instructional staff to human sexuality concepts so that they feel more comfortable talking to students about sex.
3. Assists the instructional staff in their reassessment of sexual attitudes.
4. Assist the instructional staff in communicating to the students about human sexuality in a non-judgmental way.
5. Clarifies the program implementation procedures regarding class schedules, content of each lesson, use of media materials, enrichment and followup activities, and instructors' responsibility.*

We strongly recommend that you contact your local Planned Parenthood Association as a resource in this inservice program.

* The large group, small group presentation style has been adopted at the Texas School for the Deaf. In the large group, one instructor presents the lesson content and discussion leaders are in each small group. This procedure required a team effort. Both the content presentor and the discussion leaders must be thoroughly familiar with the content and media used.

DO'S AND DON'TS FOR LEADING SMALL GROUP DISCUSSIONS:

DO'S

1) Be comfortable presenting information on human sexuality. The atmosphere that the instructor creates about sex will certainly transfer to the children's perception and attitudes toward their own sexuality. No one is expected to be completely comfortable with all of the topics. The team approach of instruction can solve this dilemma by a simple rotation of lesson presentations. The uncomfortable instructor should never be required to present.

2) Be non-judgmental. Instructors who respond in a judgmental or moralizing way can make the students feel guilty or acquire unhealthy perspectives of sex. Let them exchange values and keep your own to yourself. Guide the students in seeing all of the choices and consequences of their behavior.

3) Be sensitive to the types of questions asked by the students. The student may possess some deeper anxiety behind the question. For example, a student may ask, "When did your breasts start growing?" The instructors's response could be, "Are you wondering if your body is late or different from "normal"?

4) Provide a comfortable meeting room: adequate lighting, comfortable temperature, seating, and group size (10 - 20 for large group presentations; 6 - 8 for small group activities).

5) Learn the names of the group members early and cordially greet each person.

6) Stimulate discussion. Keep the topic or activity moving. Guide by questioning or summarizing. Facts should be stated by you if others can't answer questions or when myths are mentioned.

7) Establish a set of group rules. For example, express feelings and ideas, listen to each other, respect other's opinions, be confidential by not using names, only sharing situations or experiences, etc.

8) Stimulate discussion with group brainstorming, or role playing participation or use of realia. For example, tell them to tell you everything they think the word "sex" means to them and accept any and every response.

9) Think about and discuss values in as many situations as possible.

10) Take every opportunity to expel existing myths.

11) Be creative and flexible in your approach in order to keep the students involved.

12) Have a good sense of humor. You relax and they will. Make it fun and meaningful.

DON'TS

1) Do not separate girls and boys. They need to practice talking together.

2) Do not have observers. They will be outside of the group and will inhibit a free-flowing discussion.

3) Do not assume that the students know everything. They don't. The same information must be communicated in many different language levels with a variety of strategies to be fully understood.

4) Ignore giggling or silliness. It is an anxiety release. If it continues, try discussing what is humorous directly.

5) Do not be trapped into a "shock reaction". Answer the question matter-of-factly and continue. If the "shocker" persists, use group rules or separation from the others as a common discipline measure.

Organization of the Teacher's Manual

It is not imperative to study the topics in order. The instructor must be alert to the student's interests and be willing to expand or explore when necessary.

For example, the topic of relationships could be expanded to encompass in-depth discussions and role playing of dating and related areas of concern such as: touching, accepting, rejecting, female expectations of males, male expectations of females, establishment of dating guidelines at your school, etc. The instructors must be sensitive to the group concerns in order to maintain a high level of interest, motivation, and participation.

The chapters in the teacher's manual are organized into the following areas:

1) Topic
2) Objectives
3) Content (Large group presentation)
4) Small Group Activities
5) Materials
6) Resource Materials

The topics are arranged in a logical sequence beginning with:

1) Introduction
2) Self
3) Relationships
4) Anatomy
5) Physiology

6) Bodily Feelings

7) Contraception

8) Sexual Responsibilities

9) Sex Roles

10) Questions the adolescent frequently asks

There are two occasions where topics are discussed in the teacher's manual but do not have corresponding chapters in the student manual. These include the introductory chapter and the chapter on sex roles. Both of the topics include materials for student use within the teachers manual.

The materials listed in each chapter are considered essential for the topic. The resource materials are generally listed in order of importance for that chapter.

In addition to the topics presented in this curriculum, there are other topics worthy of your consideration, such as the following:

1. Varieties of Sexual Expressions (Prostitution, Transvestism, Bisexuality)
2. Rape: A Negative Expression of Sexuality, Sexual Assault
3. Venereal Diseases (sexually transmitted diseases, STD) and Sex Health: gonorrhea, syphilis, herpes, crabs, lice, vaginal infections, symptoms, treatment and prevention.
4. Life Styles: single, married, separated, divorced, widowed, cohabitation.
5. Parenting - responsibilities

6. Examination and consultations with a Gynecologist and Urologist

7. Women's Liberation. Reference material:

   a) A Male Guide To Women's Liberation Marine, G., New York, Holt, Rhinehart and Winston, 1973.

   b) The Young Woman's Guide To Liberation DeCrow K., Indianapolis, Pegosus, 1971.

8. Parents As Sex Educators Workshop (What to tell your deaf children about sex). Contact Educational Director, Planned Parenthood.

Measuring Educational Gains Any quality oriented instructional program seeks ways of measuring its effectiveness. A pre and post test is provided in Appendix A for your use. This test is designed to measure the conceptual knowledge that a student has at the beginning of the human sexuality seminar and at its conclusion. (See Appendix A for more information)

Author's Thoughts

The purpose of teaching deaf adolescents about their sexuality is to provide them with a better understanding of the physical, social and emotional changes ocurring in their bodies in order that they have adequate information to help them make appropriate decisions regarding sexual matters.

INTRODUCTORY CHAPTER

Written by Sharon Wood McKinney

I. Topic: WHO ARE YOU? (discovering yourself)

Although this chapter is not included in the student manual per se, it is an excellent way to "break the ice" by getting to know yourself as well as beginning to share with others. Use the exercises throughout the chapter in small groups of 6 to 8 for maximum success.

THE ESSENTIAL MESSAGES/CONCEPTS ARE:

1. ESTABLISH AN OPEN, COMFORTABLE ATMOSPHERE OF SHARING.
2. REMOVE THE TABOO OF DISCUSSING SEXUAL INFORMATION.
3. SEXUALITY MEANS WE ARE SEXUAL FROM BIRTH. IT ENCOMPASSES ONE'S VALUES, EMOTIONS, HOW YOU LIVE, WHAT YOU THINK, AND YOUR BEHAVIOR TOWARD OTHER PEOPLE.

II. Goal:

1. To learn why we are studying about sex and sexuality.
2. To get accurate information about sex.
3. To know our bodies and ourselves so that we can make better decisions.
4. To make a contract of confidentiality in group discussions and set up group rules.
5. To begin to develop a feeling of group sharing and support.

III. Content: (Large group presentation)*

This unit includes the general introductory review of "sex," sexuality, and an overview of the topics that will be covered.

Ask the students to tell you what the word "sex" means to them. Record as many of their responses on a large sheet of butcher paper before them. Accept medical as well as slang words. State that some ideas are more accurate than others, and some ideas are more like a doctor's but that you will be teaching them the polite words for these ideas at a later time. Tell them you will plan to talk about and explain most of these words when you study the student sex book. Encourage student questions by telling them not to feel embarrassed or ashamed. You are there to help them understand and answer questions about a very important part of their lives...their sexuality.

Discuss the word "sexuality" with them. Sexuality means we are sexual from birth. Your sexuality is what you value and feel, how you live, what you think of yourself, how you communicate, how you express your emotions, your philosophy and behavior toward other people and your whole being from birth until death.

Adolescence or teen age (12 to 19) is a special time of your sexuality. You become capable of reproduction, and many new values and feelings need to be considered.

*Special care needs to be taken by the instructor to make sure the students understand the terms used, both signed and written forms.

This is an appropriate time to review all of the topics. Show slides (or pictures) that depict major topics such as:

-you as an individual

-you and other people

-many different kinds of relationships including friendship and love.

-adolescent growth and development

-female reproduction

-male reproduction

-conception, fetal development, and birth

-contraception

-sexual intercourse and responsibilities

-review many questions and answers that other adolescents have asked.

IV. Small Group Activities

1. Establish group rules and guidelines such as:

-listen when others talk

-be honest

-raise your hand prior to talking

-respect other people's opinion

-relax

2. Name Game - Go around the circle, each person saying and signing the previous name. The last person (leader) has to say all the names.

3. Read the following paragraphs to or with the students and complete the exercises. Discuss responses with the group.

Are you a boy? Are you a girl? You are a special, lovable and wonderful person. No two persons are alike. Each of us is different. You are an individual. Your body is your "house" where you live. You are free to treat your body with respect and love. It is important for you to understand how your body works.

Deaf persons, like you, are the same as other people in many ways. Not better or worse. If you are not happy because you are deaf, it makes you sad for a long time. It does not help you very much. You waste your time.

If you accept your deafness, you will feel better about yourself. You will have fewer and fewer problems.

The following exercises are designed to get the students to think about themselves as persons and their sexuality. These activities also encourage individuals to participate in a group situation. The leader may want to be selective in the activities used and may want to discuss with the group various responses.

Exercise A

Here are some questions for you. Test yourself to see how much you know about yourself. Remember, there is no right or wrong.

Answer:

Yes	No	Maybe	
___	___	_____	Are you short?
___	___	_____	Are you tall?
___	___	_____	Are you a male?
___	___	_____	Are you happy?
___	___	_____	Do you like your name?
___	___	_____	Is deafness O.K.?
___	___	_____	Do you like boys?
___	___	_____	Do you like girls?
___	___	_____	Do you like yourself?

Exercise B

Underline every item that fits you.

a. I smile a lot.

b. I like people.

c. I say nice things to people.

d. I have fun when I play.

e. I like boys.

f. I like girls.

g. I accept being deaf.

h. I like to wear my hearing aid.

i. I like to read.

j. I help my family at home.

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k. I can keep my body clean.

l. I take care of my clothes.

m. I come to school on time.

n. I do my homework.

o. I enjoy doing some things like painting, sewing, macrame, cooking, acting.

p. I like to eat well.

q. Others.....

Exercise C

Say three things you would like to improve about yourself.

Here is one example: I want to smile and be happier.

1.
2.
3.

Exercise D

What is SEX???? This book will help you to get more information about sex. It will try to explain many things about human sexuality. Here are some questions to test yourself to see if you know. . . The answers can be found in your student manual.

Yes	No	Maybe	
___	___	___	1. Does a baby grow in mother's stomach?
___	___	___	2. Can a girl play football, box, or other rough sports?
___	___	___	3. Are boys more interested in sex than girls?
___	___	___	4. Should all persons marry?
___	___	___	5. Can you get V.D. (Venereal Disease) from a toilet?

Yes	No	Maybe	
___	___	___	6. Should a girl use a tampax if she is a virgin?
___	___	___	7. Should two men hold hands in public?
___	___	___	8. Can people know you masturbate?
___	___	___	9. Is it safe for teenagers to have babies?
___	___	___	10. Should I have sex before marriage?
___	___	___	11. Is a man with a larger (big) penis a better lover?
___	___	___	12. Should you say "NO" to sex while dating?
___	___	___	13. Is it normal (o.k.) for a person to have sexual fantasies (dreams)?
___	___	___	14. Do urine and menstrual blood come out of the body through the same opening (hole)?
___	___	___	15. Are sperm made in the penis?
___	___	___	16. Should a teenager use birth control?
___	___	___	17. Is it normal for a girl to start menstruation at age 9?
___	___	___	18. Will swimming or bathing hurt a girl during her period?
___	___	___	19. Are homosexuals (gays) sick people?
___	___	___	20. Can a girl be pregnant without sexual intercourse?
___	___	___	21. Should men cry?
___	___	___	22. Should boys know about menstruation?

Young people like you should know about sex. When you know and understand sex, you can feel comfortable being a real person. This book will help you to understand and accept yourself for what you are and having faith (trust) in what you can become.

YOU are YOU!!!

V. Materials:

1. Mirror
2. Paper and pencils for each person
3. Large sheet of butcher paper
4. Overhead projector and transparencies
5. Felt tip pen
6. Slide projector and slides

VI. Resource Materials:

1. Film: Sexuality and the Mentally Handicapped, James Stanfield Film Associates, P.E. Box 1983, Santa Monica, California, 90406.

2. Film: Me, Myself, and I, Series 202, Eye Gate House, Inc., 2737 Hawthorne Dr., Bettendorf, Iowa
   "Who Am I?" 202A
   "Why Do My Feelings Change?" 202B
   "What Can I Do About It?" 202C
   "How Can I Improve Myself?" 202D

3. Manual: Feeling Good About Yourself: A Human Sexuality and Socialization Curriculum. Blum, Gloria and Barry, 507 Palma Way, Mill Valley, Ca. 94941

4. Book: Finding Yourself. Lerrigo, Southard and Senn, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036

5. Sex Knowledge Inventory - Form X. Revised by McHugh, Gelolo- Family Life Publications, Inc., Durham, North Carolina.

6. Book: Values Clarification: A Handbook of Practical Strategies for Teachers and Students (new revised edition $6.95). Simon, Sidney B., Howe, Leland W., and Kirchenbaum, Howard, Hart Publishing Co., Inc., New York, N.Y. 10003.

7. Book: 100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents. Canfield, Jack and Wells, Harold C.

8. Book: Talking: Listening: Communicating I and II. Bormaster, Jeff and Treat, Carol Lou. Write: Carol Lou Treat, 8807 Merion Circle, Austin, Texas 78754, $8.00.

Additional sources for inservice training:

9. Masters and Johnson Institute
   4910 Forest Part Boulevard
   St. Louis, MO 63108

10. American Association of Texas Educators, Counselors and Therapists
    Dr. Patricia Schiller, Executive Director
    5010 Wisconsin Avenue
    Washington, D.C. 20016

11. Gallaudet Continuing Education Program
    Dr. Leon Le Buffe, Dean
    Gallaudet College
    Washington, D.C. 20002

12. Advantages and Disadvantages of being Female and Male, by Morrison. Excellent activities on values and attitude clarification in dating, love, homosexuality, friendship, etc.

13. "Feeling Good" playing cards by Gloria Blum, 507 Palma Way, Mill Valley, California 94941.

14. Health Sciences - Intermediate and Junior High Guides, Illinois School for the Deaf, Jacksonville, Illinois.

CHAPTER I

I. Topic: PEOPLE AND FRIENDSHIP AND LOVE (Relationships)

THE ESSENTIAL MESSAGES/CONCEPTS ARE:

1. THERE ARE A VARIETY OF HUMAN RELATIONSHIPS RANGING FROM FRIENDSHIP AND ACQUAINTANCES, TO STRONG LOVE COMMITMENTS.
2. TEACH THE CHILDREN NOT TO MAKE QUICK ASSUMPTIONS ON SUPERFICIAL INFORMATION. (DEAF ADOLESCENTS TEND TO MAKE ALOT OF MIS-JUDGEMENTS REGARDING WHAT THEY SEE IN HUMAN RELATIONSHIPS).
3. MAXIMIZE THE USE OF PANTOMIME, ROLE PLAYING, TESTIMONIALS FROM DEAF ADULTS TO DESCRIBE THE CONTINUUM OF RELATIONSHIPS. UNDER-STANDING RELATIONSHIPS MAY BE THE MOST DIFFICULT TO TEACH BUT IS THE MOST VALUABLE INFORMATION YOUR DEAF STUDENTS WILL GET REGARDING THEIR SEXUALITY.

II. Goals:

1. To understand that relationships span a continuum from acquaintance to strong love commitments.
2. To identify some qualities and kinds of friendship.
3. To identify some characteristics and degrees of love.

III. Content: (Large group presentation)

1. Read introductory acquaintance paragraphs in student manual. Utilize a teacher role playing situation to illustrate a casual acquaintance relationship such as:

First person: "Hi!"

Second person: "Hello!"

First person: "Where is your hometown?"

Second person: "Austin, Texas."

First person: "Oh, really! What's your favorite thing to do in Austin?"

Second person: "Go canoeing and play tennis."

First person: "Really! I like to play tennis, too."

Second person: "Let's practice together sometime, o.k.?"

First person: "Fine. I would like that."

Second person: "I must go now."

First person: "Nice talking with you; see you later on the courts!"

Continue reading each subtopic as follows:

1. friends (Role play two boyfriends, two girlfriends, or one boy and one girlfriend)

2. very close friends (Role play same as above)

3. dating (Role play example: boy asks girl to go to MacDonald's; girl asks boy to go bicycle riding or skateboarding)

4. steady dating (Role play: couple constantly together in different situations)

5. family love (Role play love toward grandparents, sisters, brothers, mothers, fathers)

6. adult love (Role play personal experience of a marriage relationship by an adult model. How did they first meet? How long did they "steady date"? Why did they decide on marriage", etc.)

7. homosexuality (NO NEED TO ROLE PLAY)

Pause between each description for a role playing experience to insure maximum understanding.

Reference should be made to the same sex and opposite sex and mixed age relationship possibilities in every category.

Warn the students not to make quick assumptions about other people and their relationships. Boys can certainly touch and be with other boys without being labeled homosexuals. Men and women can surely be friends without necessarily being lovers, etc.

The role playing technique in this unit is essential. Utilize the personal experiences of the instructors involved and draw from that for a captivating, learning experience. In addition, deaf adults are invaluable adult role models for deaf children. Solicit their help in the role playing whenever possible. Use testimonials that depict the continuum of relationships.

IV. Small Group Activities:

Exercise 1. Mirror Game (The purpose of this activity is to "warm up" the individuals to group interaction. Also, to begin to focus on others rather than self.)

a. Teacher divides the group into pairs (first time: same sex, second time: opposite sex, if possible).

b. Students are instructed to be non-verbal (pantomime).

c. Select a leader and a follower. The follower will copy the bodily movements and actions of the leader as if he were an image in a mirror. (Demonstrate an example such as brushing teeth.) This activity is to help the student to focus on the behavior of other people.

d. Proceed for one minute and change partners.

Exercise 2. Small group sharing.

a. Discuss:

-Why is friendship important?
-What are the degrees of friendship?
-What is the difference between love and friendship?

b. Teacher selects individuals to briefly describe:

-the perfect boyfriend
-the perfect girlfriend

Exercise 3. Dating simulation

Have your students role play single, double, and steady dating situations. Discuss boy and girl expectations from each other when beginning to date. Set up a code of dating which is satisfactory and appropriate for both boy and girl needs.

V. Materials:

Watch/one minute timer.

VI. Resource Materials:

1. Book: Values in Sexuality: A New Approach to Sex Education.

Morrison, Eleanor, S. and Price, Mila Underhill, Hart Publishing

Co., Inc., New York, N.Y. 10012. This publication includes group building activities, dimensions in relationships, role playing techniques, and other activities.

2. Book: A Teacher's Guide to Sex Education for Persons with Learning Disabilities. Kempton, Winifred, Duxbury Press, Wadsworth Publishing Company, Inc., Belmont, California. Some valuable dramatic play techniques as well as sex education methodology are reviewed in this book.
3. The books and resource materials listed in Chapter I such as:
   -Values Clarification
   -Talking: Listening: Communicating
   -100 Ways to Enhance Self-Concept in the Classroom
   -Feeling Good About Yourself.
4. Filmstrip and tape: Getting It Together Is Life Itself; Gordon, Sol can be obtained from Educational Activities, 1927 Grand Avenue, Baldwin, N.Y. A ten-minute tape and filmstrip designed to raise issues and give advice about adolescents' search for identity.
5. Film: A Three Letter Word for Love. Texture Films, 1600 Broadway,New York, N.Y. 10016. This superb film about working class adolescents was produced as an open-ended springboard for discussion about adolescent sex myths and problems.
6. Book: The Art of Dating. New York: Association Press, 1967.

7. Book: Value Education Through Role Playing, second edition. Hawley, Robert, Campbell, Ca., Value Education Publications, 1975.
8. Book: You by Clare Frinkle, Frank E. Richards Publishing Company, Inc. P.O. Box 66, Phoenix, NY 13135. Reading level: Grades 2-4. Cost,$5.95. This text deals with personality, emotions, conscience, facing problems, how to behave.

CHAPTER II

I. Topic: Adolescent Growth and Development

THE ESSENTIAL MESSAGES/CONCEPTS ARE:

1. ADOLESCENCE IS A TIME WHEN THE EMOTIONS AND THE BODY UNDERGO ALOT OF CHANGE.
2. THE RATE OF EVERY INDIVIDUAL'S DEVELOPMENT IS INDEPENDENT.
3. MASTURBATION IS A NORMAL PART OF ADOLESCENT GROWTH AND DEVELOPMENT.
4. DISPEL SEXUAL MYTHS AND COMMUNICATE REALITIES.

CAUTION: BE AWARE THAT YOU WILL BE DEALING WITH CHILDREN WHO HAVE BEEN SEXUALLY ACTIVE AS WELL AS THOSE WHO ARE UNAWARE OF ANY SEXUAL CHANGE.

II. Goals:

1. To identify characteristics of adolescent development in males and females.
2. To identify names of male and female anatomy.
3. To introduce the topic of masturbation and sexual fantasies.

III. Content: (Large group presentation)

1. View film, "Then One Year," obtainable from a local Planned Parenthood center. Instruct the students to:
   -identify characteristics of adolescent growth and development of males and females

-identify names of male and female anatomy.

2. Read the entire Chapter II in the students' books. (It is recommended to plan one or two days to complete this unit.) Read the male section, then discuss as shown below. Read the female section on the second day and discuss.

IV. Small Group Activities:

Exercise 1

Use an anatomy chart and word chart to identify and discuss the following characteristics of male development:

-sperm cells

-pubic, facial and body hair

-voice changes

-increase in size of penis, scrotum, testicles

-sweat glands and body odor

-skin oil (in relation to pimples)

-wet dreams (nocturnal emissions) to climax

-growth (height and weight)

-male interest in the opposite sex

-sex hormones which stimulate the above characteristics

-increased frequency of erections

-masturbation and sexual thoughts or fantasies

-ejaculation, orgasm, climax

-semen and sperm

-erection

Exercise 2

Characteristics of female development:

-sex hormones

-ova (eggs) and ovaries

-pubic hair

-growth (hips and height)

-breast and nipple development

-menstruation (uterus, cervix, vagina, Fallopian tubes, etc.)

-sweat glands and body odor

-skin oil in relation to pimples

-interest in the opposite sex

-masturbation and sexual fantasies

-orgasm,climax

Exercise 3

Vocabulary words will be discussed and defined. A teacher-made matching exercise is recommended (picture with word or word with definition).

-Masturbation: When a man rubs his penis until he ejaculates, or a woman rubs her clitoris and vagina until she has an orgasm.

-Orgasm: One of the most enjoyable sexual feelings in a man or woman. The male has an ejaculation. The woman's vagina muscles move in and out quickly (An orgasm is not a prerequisite for having sexually satisfying experiences or relationships).

-Necking or petting: Caresses above-the-waist or "heavy petting," caresses below-the-waist, but not involving intercourse.

-Myths: Legendary stories about sex. (Examples below:)

a. Masturbation causes warts on the hands.

b. Masturbation makes you go crazy, have epilepsy, headaches, eye diseases, nosebleeds, painful menstruation, heart murmurs, skin odor, etc.

c. Women with large breasts are more sexually attractive.

d. Men with large penises are better lovers.

-Truths:

a. Frequent masturbation is not physically harmful and will not lead to insanity, blindness, headaches, heart or skin disorders, etc.

b. Masturbation is one way of relieving sexual tension.

c. Masturbation is normal and harmless for males and females.

d. Breast or penis size does not determine sexual attractiveness or sexual pleasure.

e. People may or may not decide to masturbate. Either decision is O.K.

The above examples could be mixed up and used as a True/False exercise.

-Erogenous zones of the human body: Every part of your body is capable of feeling stimulated.

a. breasts and nipples (female and male)

b. clitoris

c. penis- underside and the tip are generally more sensitive

d. scrotum

e. vagina

f. arm pits

g. neck

h. ears (earlobes, outer ear, ear canal)

i. skin folds (inner surfaces of skin at the leg and arm joints, between the toes and fingers, etc.)

j. all body orifices.

Inform the students that the topic of masturbation will be discussed more in another chapter in the book.

Exercise 4

Getting to know your body (Personal Activity)

Suggest that each student, especially the young women, spend some time alone looking at his/her body and genitals with a hand mirror in the privacy of their rooms.

Exercise 5

Have students locate their bodies on a developmental scale or discuss their physical differences from past to present.

V. Materials:

1. Film: Then One Year - 16 mm, available from a local Planned Parenthood agency.
2. Male anatomy and vocabulary charts (teacher made).
3. Female anatomy and vocabulary charts (teacher made).

VI. Resource Materials:

1. Book: What's Happening to Me; Peter Mayle.

2. Book: Boys and Sex; Pomeroy, Wardell B.; Delacorte Press, N.Y.

3. Book: Girls and Sex; Pomeroy, Wardell B.; Delacorte Press, N.Y.

4. Book: Spock Speaks to Teens of Love and Life; Dr. Spock.

5. Book: Facts About Sex for Today's Youth; Gordon, Sol; The John Day Co.; 257 Park Avenue South, New York, N.Y. 10010.

6. Book: A Story About You; Terrigo Southhard and Senn. Available from National Education Assn., 1201 Sixteenth St. N.W., Washington, D.C. 20036.

7. Film: About Sex; Distributed by Texture Films, 1600 Broadway, New York, N.Y. 10019. A candid, honest "facts" sequel to the above film.

8. Film: A Three Letter Word for Love; A superb film about working class adolescents was produced as an open ended springboard for discussion about adolescent sex myths and problems.

9. Handbook: Learning to Live With Sex (A Handbook of Sex Education for Teenagers), The Family Planning Association, 27-35 Mortimer St., London WA4QW England, 1972.

10. Book: Sexual Myths and Fallacies - McCary, James L., New York, Von Nostrand Reinhold Co., 1971.

11. Book: The Sexual Adolescent; Gordon, Sol, North Scituate, Mass., Duxbury Press, 1973.

12. Slides: Sexuality and the Mentally Handicapped; James Standfield Film Associates; P.O. Box 1983, Santa Monica, Calif. 90406.

13. Magazine: What's Happening; Emory University School of Medicine, Dept. of Gynecology and Obstetrics, Family Planning Program, 80 Butler St., S.E., Atlanta, Ga. 30303.

14. Contraceptive kits for the classroom.

15. Books suggested by pediatrician Dr. George Thannisch: A Doctor Talks to 5 to 8 Year Olds, Meilach, D.Z. and Mandel, E. Budlong Press, 5428 N. Virginia Ave., Chicago, Illinois, 60623, 1969, ($2.00).

15. continued
A Doctor Talks to 9 to 12 Year Olds, Lerrigo, M.O. and Cassisy, M. Budlong Press, 5428 N. Virginia Ave., Chicago, Illinois, 60625, 1969, ($2.00).

What Teenagers Want to Know, Levinsohn, F. and Kelly, G.L. Budlong Press, 5428 N. Virginia Ave., Chicago, Illinois, 60625, 1971.

CHAPTER III

I. Topic: FEMALE ANATOMY

ESSENTIAL MESSAGES/CONCEPTS ARE:

1. THE FEMALE ANATOMY IS UNIQUE.
2. MENSTRUATION IS A NATURAL PART OF FEMALE GROWTH AND DEVELOPMENT AND NOT SOMETHING TO BE ASHAMED OR EMBARRASSED ABOUT.

CAUTION: THERE IS A GREAT DEAL OF TECHNICAL VOCABULARY IN THIS CHAPTER. BE AWARE IT IS THE CONCEPT, NOT THE VOCABULARY, THAT YOU ARE TRYING TO TEACH.

II. Goals:

1. To learn terms and concepts about female anatomy and physiology.
2. To recognize that as females, they are biologically capable of reproducing (becoming mothers).
3. To learn about menstruation and its implication.

III. Content: (Large group presentation)

1. View captioned film for the deaf, Girl to Woman.
2. Read Chapter III in the student manual together.

IV. Small Group Activities:

Exercise 1

Label an anatomical diagram.

Exercise 2

Using Hubbard female model, teacher will review:

a. Anatomical parts (students will self-correct previous diagram).

b. Anatomical parts related to functioning.

c. Discussion of female anatomy with the models should include:

-clitoris - a female sex organ that feels good to touch (useful in masturbation).

-breasts - the place where milk is made for a baby.

-ovaries - the place where eggs are kept.

-Fallopian tubes - the place where eggs travel from the ovaries to the uterus.

-uterus (womb) and lining - the place where a baby grows inside the mother.

-vagina - the place where: 1) menstrual blood goes out
2) a baby is born
3) a man's penis may go into.

-bladder - the sac for holding urine (pee).

-anus - the hole for bowel movements.

d. Female cycle:

1. Ovum cell of reproduction develops in the 2. ovary (two), is released into the 3. Fallopian tube (two), and carried to the 4. uterus. 5. Menstrual flow passes through the 6. cervix (neck of the uterus) and through the 7. vagina (birth canal) which opens onto the 8. vulva (external genitalia) which includes the 9. labia (small and large) and 10. clitoris (organ of stimulation in the female).

Exercise 3

Provide realia such as: sanitary pads (junior, regular, super); tampons (junior, regular and super); sanitary belts; self-adhesive pads, etc...for the girls and boys to examine.

a. Illustrate how a sanitary pad works by pouring a cup of water on it and dissecting it afterwards.

b. Demonstrate the use of a tampon by dipping one into a cup of water.

Exercise 4

Have one group draw and label female anatomy. Provide a list of words to identify on the drawing.

Exercise 5

Present a short explanation of where and how a tampon is inserted.

V. Materials:

1. Hubbard model of Female Reproductory System, available from Jim Jackson, 16 Laurel St., Arlington, Mass. 02174.
2. Sanitary pads, tampons, sanitary belts.
3. Cup of water.
4. A female anatomical diagram and chart for each student.
5. Film: Girl to Woman, 18 minutes, color, available from Captioned Films for the Deaf.

VI. Resource Materials:

1. Film: Then One Year, 19 minutes, color film available at local Planned Parenthood center.

2. Book: Girls and Sex, Pomeroy, Wardell B., Delacorte Press, New York.

3. Copy of Key and Lesson Plan for model use (address listed above).

4. Charts: Menstrual Physiology, Director of Education, The Life Cycle Center, Kimberly-Clark Corporation, Educational Department, Neenah, Wisconsin 54956.

5. Charts: Female Reproductive Organs; Director of Education, Tampax Incorporated, 5 Dakota Drive, Lake Success, N.Y. 11040.

6. Book: Our Bodies, Ourselves: A Book By and For Women, The Boston Women's Health Book Collective Clinic Copies, Our Bodies, Ourselves, Simon and Schuster, 1230 Avenue of the Americas, New York, N.Y. 10020.

7. Film: Excellent films on female socialization can be obtained from New Day Films, 267 West 25th St., New York, N.Y. 10001.

   Especially good are Anything You Want to Be and Growing Up Female.

8. Enrichment from your community:

   Invite a gynecologist or nurse or family clinician to your class meeting to further explain how females are examined, menstruation, physiology, or simply answer questions about females.

CHAPTER IV

I. Topic: MALE ANATOMY

THE ESSENTIAL MESSAGES/CONCEPTS ARE:

I. THE MALE ANATOMY IS UNIQUE.

CAUTION: THERE IS A GREAT DEAL OF TECHNICAL VOCABULARY IN THIS CHAPTER. BE AWARE IT IS THE CONCEPT, NOT THE VOCABULARY, THAT YOU ARE TRYING TO TEACH.

II. Goals:

1. To learn terms and concepts about male anatomy and physiology.
2. To recognize that they, as males, are biologically capable of causing reproduction (becoming fathers).
3. To expand the topic of male masturbation.

III. Content: (Large group presentation)

1. Read Chapter IV.
2. View Then One Year, 16mm film and/or Boy to Man, 16mm film.
3. View Part II and V slides from Sexuality and the Mentally Handicapped, James Stanfield Film Associates, P.O. Box 1983, Santa Monica, Calif. 90406.
4. Using the Hubbard male models, instructor will review:
   a. Anatomical parts (students will self-correct diagram).
   b. Anatomical parts and physiology.
   c. Discussion will include:

1. erection
2. ejaculation
3. wet dreams
4. semen
5. circumcision
6. masturbation
7. intercourse
8. relationship of urinary and genital tracts.

5. Explain the male reproduction cycle. 1. Spermatozoan (cell of male reproduction) is formed in the 2. two testes which are enclosed in the 3. scrotum (maintains a temperature conducive to sperm formation and storage). The two 4. vas deferens or "vas" refers to the tube that carries sperm toward the two 5. seminal vesicles that add fluid to the sperm cells and become known as 6. semen. The two vas ducts join into a single tube, called the 7. urethra, at the 8. prostate gland which adds additional fluid to the semen. The urethra carries either semen or urine and passes through the 9. penis. The 10. glans penis is located at the end of the organ, and is the area of sensitivity to stimulation.

IV. Small Group Activities:

Exercise 1

Discuss masturbation and wet dreams as a part of the growth and development cycle.

a. Appropriate place; a private place like the bedroom or bathroom.

b. Masturbation vs. no masturbation

c. With whom; alone.

d. Too much or very little masturbation causes no physical harm

e. Hygiene; keep clean.

f. Myths and sexual tension connected with masturbation (See Chapter II - Adolescent Growth and Development)

g. Positive attitudes and effects of masturbation (It is a good way to explore sexual feelings without having intercourse, risking a pregnancy or V.D.)

Exercise 2

Check students' knowledge of the following terms by using a male anatomical chart and work-list chart:

a. testes (testicle)

b. vas (tube)

c. semen

d. anus

e. bladder

f. erect and/or flaccid penis

Exercise 3

Have the students collectively draw and label the male anatomy. Have a list of anatomical words specified.

V. Materials:

1. Films: Then One Year (Planned Parenthood)
   Boy to Man, Captioned Films for the Deaf

2. Hubbard Model of Male Reproduction System

3. Lesson Plans for Model

4. Charts: Male Anatomy and Anatomy Terms

VI. Resource Materials:

1. Slides: Sexuality and the Mentally Handicapped (see III Content for reference).

2. Book: Man's Body: An Owner's Manual; by The Diagram Group, Paddington Press, L.T.D.; distributed by Grosset and Dunlap, New York, N.Y.

3. Book: Boys and Sex; Pomeroy, Wardell B., Delacorte Press, N.Y.

4. Book: Values in Sexuality: A New Approach to Sex Education, Morrison, Eleanor S. and Price, Mila Underhill; includes some excellent exercises on evaluating physiology.

5. Pamphlet: What Teens Want to Know But Don't Know How To Ask (Planned Parenthood).

CHAPTER V

I. Topic: CONCEPTION, FETAL DEVELOPMENT, AND BIRTH

THE ESSENTIAL MESSAGES/CONCEPTS ARE:

1. MALE AND FEMALE ADOLESCENTS ARE BIOLOGICALLY CAPABLE OF REPRODUCTION.
2. EXPLAINS WHAT CAUSES CONCEPTION. DEAF ADOLESCENTS SOMETIMES HAVE A DISTORTED VIEW OF KNOWLEDGE AS TO WHAT MAKES BABIES.
3. BASIC CYCLE OF FETAL DEVELOPMENTAL AND CHILDBIRTH (STUDENTS AT THIS AGE ARE NOT REALLY READY FOR TOO MANY DETAILS ABOUT CHILDBIRTH).

II. Goals:

1. To understand the life support system of the fetus.
2. To become aware of the specialized tissue and organ development in the embryo during the early months of pregnancy.
3. To become aware of how substances such as food, drugs, smoking, and alcohol can affect the fetus.
4. To develop a beginning understanding of conception, the birth process.

III. Content: (Large group presentation)

1. View slides on reproduction (Part V) of Sexuality and the Mentally Handicapped series.
2. Read Chapter V of the student manual: You and Me and Human Sexuality.
3. View 16mm film:

About Conception and Contraception - This is an excellent non-verbal, color, animated film showing the act of sexual intercourse, sperm ejaculated, fertilization of the egg, and growth of the embryo to the moment of birth. Then, it reviews six contraceptives. Show only the act of intercourse, fetal development and birth process for this chapter. Stop the projector when the contraceptives are shown and inform the students that part will be discussed in Chapter VI.

IV. Small Group Activities:

Exercise 1

Review male anatomy with models.

Exercise 2

Review female anatomy with models.

Exercise 3

Discuss and give the following concepts:

a. ovulation
b. sperm
c. intercourse
d. conception
e. fertilization
f. review these points of gestation:
   4 weeks - eyes
   6 weeks - limbs, heart, cartilage
   8 weeks - fingers, toes, eyes to front, stomach, liver, kidneys

10 weeks - kidneys secrete

4 months - fetus turns over, kicks

6 months - fingernails, eyelids, fetus about 6" long

9 months - fetus weighs 6-10 pounds, ready to live outside the mother's body

g. labor

h. umbilical cord

i. birth

Exercise 4

A nurse or doctor from the local area would be the appropriate person to discuss the following concepts:

a. twins

b. miscarriage and causes

c. Caesarian section and reasons

d. abortion (termination of pregnancy)

Exercise 5

Invite a local obstetrician to discuss prenatal care, birth and delivery.

Exercise 6

Adult models (hearing and deaf) could come in and talk about pregnancy/parenting issues.

V. Materials:

1. Male models
2. Female models
3. Film: About Conception and Contraception; available from Perennial Education, Inc., 1825 Willow Road; P.O. Box 236; Northfield, Ill. 60093.
4. Slides: Part V of Sexuality and the Mentally Handicapped.

VI. Resource Materials:

1. Community obstetrician, R.N., or family practice clinician.

2. Booklet: Facts about Sex for Today's Youth; Gordon, Sol; The John Day Company, 257 Park Avenue South, New York, N.Y. 10010.

3. Book: Our Bodies, Ourselves: A Book By and For Women; The Boston Women's Health Book Collective, Simon and Schuster, 1230 Avenue of the Americas, New York, N.Y. 10020.

4. Book: Health Sciences - Junior High Guide; Illinois School for the Deaf, Illinois Dept. of Children and Family Services, Jacksonville, Illinois.

5. Filmstrip: A Child is Born; Part II, 15 minutes.

6. Book: A Child is Born, Nilsson and Sunberg.

7. Book: Where Did I Come From; Mayle Peter.

8. Book: The Secret World of the Baby; Day and Liley, Films.

9. Films: Available from Siecies, 1855 Broadway, New York, N.Y.

10. Book: Understanding: Conception; Ortho Pharmeceutical Corporation, Rariton, N.J.

11. Book: The First Nine Months of Life; Flanagan, Geraldine Lux, Simon and Schuster, N.Y.

12. Chart/Poster: Learning's Starting Points Poster; Supplement to Learning, March 1979, 1979 Education Today Company, Inc., 530 University Avenue, Palo Alto, California 94301.

13. Books: The Wonder of Life; Levine, M.E. and Seligmann, J.D. Revised edition, 1964, Golden Press, N.Y.

14. Books: The Human Story - Facts on Birth, Growth and Reproduction; Hofsteen and Bouger, Papibacal, Scott, Foresman, and Co.

15. Book: How Life Begins; Power, Jules, Senior and Schuster, N.Y.

16. Charts: "Conception to Birth;" Waco, Texas: Spenco Medical Corp.

17. Slides: "Life Before Birth;" Waco, Texas: Spenco Medical Corp.

18. Field trip: Go to your local maternity ward to see the babies and talk with the nurses on duty about infant care (bathing, feeding, holding, etc.).

CHAPTER VI

I. Topic: CONTRACEPTION

THE ESSENTIAL MESSAGES/CONCEPTS ARE:

1. BIRTH CONTROL IS A WAY OF PREVENTING BABIES.
2. MOST OF YOUR STUDENTS WILL PRACTICE SOME OF BIRTH CONTROL IN THEIR LIFETIME; THEREFORE, THIS INFORMATION IS IMPORTANT TO THEM.
3. PROVIDE UP-TO-DATE INFORMATION ON A VARIETY OF BIRTH CONTROL TECHNIQUES SO AS TO ENCOURAGE THOSE ADOLESCENTS WHO ARE SEXUALLY ACTIVE TO SEEK PROTECTION.

II. Goals:

1. To review some facts about contraceptions that would assist more knowledgeable decision-making.
2. To dispel some common myths about contraceptive measures.
3. To encourage individuals to seek professional consultation about contraception.

III. Content: (Large group presentation)

1. Discuss what contraception means. Contraception means preventing pregnancy.

   Statistics - No contraceptive is 100% effective. Who is responsible for contraception? (Both the man and the woman.)

2. Show film About Conception and Contraception; available from Perennial Education, Inc.; 1825 Willow Road; P.O. Box 236; Northfield, Illinois 60093.

3. Read Chapter VI in the student manual. Stop the film periodically to discuss the following methods and concepts:

   a. Condoms - a sheath worn on the penis during sexual intercourse. Very effective when the woman uses a spermicidal foam in conjunction with the condoms. See vaginal spermicide next.

      - how each works (demonstrate samples on male model)
      - advantages: harmless, simple to use, easily available, some protection against V.D.
      - disadvantages: using a condom alone presents greater risk of pregnancy than if condom and spermicidal foam are used together (simultaneously)
      - availability: local family planning agencies and drugstores.

   b. Foam (vaginal spermicides): Chemicals which are put into the vagina before intercourse to kill sperm.

      - how it works: it must be inserted no more than 30 minutes before sexual intercourse. When used with a condom it is much more effective.
      - advantages: easy to buy and harmless to use.
      - disadvantages: high percentage of failure, vaginal irritation possible, using foam alone still presents some risk of pregnancy but when used with a condom is much more effective.
      - availability: it can be bought from most drugstores without a doctor's prescription.

c. Diaphragm: a soft rubber barrier to the cervix that prevents sperm from entering the cervix of the uterus.

- how each works (demonstrate sample with clear plastic female model available from Planned Parenthood)

  1. doctor must fit each woman individually
  2. insert no sooner than 2 hours before sexual intercourse and keep in place at least six hours after intercourse
  3. a spermicidal jelly or cream must accompany diaphragm

- advantages: there are few side effects, and it's only used during intercourse
- disadvantages: requires visit to doctor or family planning clinic, the woman may neglect to insert diaphragm before intercourse, sometimes aggravates or causes bladder infections, sometimes allergic reactions are caused by the spermicidal cream, it is not as effective in preventing pregnancy as the birth control pill or IUD or foam and condom
- availability: fitting prescription by a private physician

d. Birth Control Pills: "The Pill," an oral contraceptive that changes female hormones to prevent ovulation.

- how it works: The pill must be prescribed by a doctor after a complete medical examination and history. Women with certain medical problems should not take the pill. It should be taken daily. If forgotten, one pill should be taken as soon as possible (This may mean taking two pills on one day).

- advantages: high percentage of effectiveness. Usually reduces menstrual flow and cramping discomfort.
- disadvantages: requires visit to doctor or family planning clinics, the woman must remember to take the pill every day. It may produce side effects such as: fluid retention, weight gain, nausea, breast enlargement, fatigue, vaginitis, blood clots, irregular bleeding, etc. Many women that stop the pill have difficulty getting pregnant later
- availability: The pill can only be obtained with a doctor's prescription.

e. I.U.D. (intrauterine device): A soft plastic object inserted into the uterus to prevent pregnancy.
- how it works: a doctor must insert the I.U.D. The woman should check the I.U.D. strings before intercourse and after menstruation. Some doctors think a woman who has delivered one or more children may have less problems using an I.U.D.
- advantages: it is inexpensive, easily used, safe, requires little self-care
- disadvantages: side effects such as heavy menstrual bleeding, pain, possible perforation or infection in the uterus. Requires visit to a doctor or family planning clinic.
- availability: free at many family planning clinics: cost varies with doctors.

f. Tubal ligation: a woman's operation which cuts and ties the Fallopian tubes in order to prevent an egg from uniting with a sperm.

- how it works: A woman has an operation and the fallopian tubes are cut and tied. The woman will continue having menstrual periods.
- advantages: It is a permanent contraception. It does not change a woman's sex drive.
- disadvantages: It is a permanent contraception. The operation is not easily or often reversible.
- cost: cost varies with private doctor; clinics cost less.

g. Vasectomy: A man's operation that ties off the vas deferens tube in order to prevent sperm going from the testicles to the penis. It does not reduce the man's sexual drive or performance.
- advantages: It is a permanent contraception.
- disadvantages: It is a permanent contraception. The operation is not easily or often reversible.
- cost: cost varies with private doctors and clinics.

h. Natural Family Planning: (Rhythm Method) - refraining from intercourse on those days when a woman is most fertile. The woman must determine her fertile time in relation to her menstrual cycle. It cannot be used successfully by women who have irregular menstrual cycles.
- advantages: it is free.
- disadvantages: It is difficult to determine which days a woman will be fertile. It requires much time and trouble on the part of both partners, which can cause frustration (stress). It is not very effective in preventing pregnancy.

i. Withdrawal: No protection!

j. Douching: No protection!

k. Abortion: the termination of a pregnancy.

- Vacuum curettage: A suction instrument is inserted through the cervix into the uterus, the fetal material is removed by suction.
- Abortion should not be considered as a form of birth control before sexual intercourse.
- disadvantages: It is expensive, often painful.

4. Answer questions from students. Break into small groups for closer look.

IV. Small Group Activities

Exercise 1

Obtain each contraceptive device from a Planned Parenthood center and demonstrate, discuss, touch, smell, and quiz the students about the use.

Exercise 2

Have students identify which contraceptive is for men or women.

Exercise 3

Arrange a field trip to a local family practice clinic for a lecture and discussion of birth control.

Exercise 4

Make a list of the organizations established for distributing information about and acquiring each birth control method in your city.

Exercise 5

Use a chart illustrating the birth control methods for a reference.

Exercise 6

Discuss Do's and Don'ts of preventing pregnancy.

Do's

a. Emphasize prevention (proper preparation in advance). There is satisfaction and peace of mind in using the birth control that is best for you.
b. Consult a doctor. Follow the doctor's recommendations carefully and don't take chances.
c. Choose a method agreeable to you and your partner.
d. Choose a birth control method that is easy to obtain and inexpensive.

Don'ts

a. Don't depend on non-fertile days.
b. Don't wait to use a contraceptive until after intercourse.
c. Don't try to decide on a birth control method before you see a doctor or family planning center.

V. Materials:

1. Contraceptives: various condoms, foam, applicators, diaphragm and spermicidal jelly and creams, birth control pills, and I.U.D.s (loop, copper 7).
2. The female and male reproductive models for demonstrating the vasectomy and tubal ligation.

3. Film: About Conception and Contraception; available from Perennial Education, Inc.; 1825 Willow Road; P.O. Box 236; Northfield, Illinois 60093.

4. Chart: showing contraceptives.

VI. Resource Material:

1. Book: Understanding: Conception and Contraception; Ortho Pharmaceutical Corporation, Roritan, New Jersey.

2. Book: Contraceptive Services for Adolescents: United States, Each State and Country, 1975; The Alan Guttmacher Institute, A Corporation for Research, Policy Analysis and Public Education, 515 Madison Avenue, New York, N.Y. 10022.

3. Book: Contraceptive Technology 1978-1979; Irvington Publishers, Inc., Halston Press Division of John Wiley & Sons, New York.

4. Book: Our Bodies, Ourselves; A Book By and For Women; The Boston Women's Health Book Collective, Simon and Schuster, 1230 Avenue of the Americas, New York, N.Y. 10020.

5. Slides: Sexuality and the Mentally Handicapped: Part VI, Birth Control; James Stanfield Film Asso., P.O. Box 1983; Santa Monica, California 90406.

6. Book: From Now to Zero: Fertility, Contraception and Abortion in America; Westoff, Charles F. and Leslie A., Boston; Little, Brown and Co., 1971.

7. Book: Understand Sex: A Young Person's Guide; Guttmacher, Alan F., New York, Signet, 1972.

8. Pamphlet: ABC's of Birth Control: How to Plan Your Family; Planned Parenthood - World Population, 810 Seventh Avenue, New York, N.Y. 10019. 25¢-single copy, $20.00 for 100 copies, $150.00 for 1,000 copies.

9. Comic Book: Protect Yourself From Becoming an Unwanted Parent; Institute for Family Research and Education, 760 Ostrom Ave., Syracuse, N.Y. 13210.

10. A tour through the local Planned Parenthood is highly recommended. They can present explanations of pelvic exams, pregnancy exams, as well as birth control techniques.

CHAPTER VII

I. Topic: SEXUAL INTERCOURSE AND RESPONSIBILITIES

THE ESSENTIAL MESSAGES/CONCEPTS ARE:

1. EACH OF THE STUDENTS HAS A RESPONSIBILITY IN THE DECISION HE OR SHE MAKES ABOUT HIS OR HER SEXUALITY.
2. ASSIST THE STUDENTS IN DETERMINING THEIR VALUES REGARDING SEXUALITY AND THE EXTENT TO WHICH THEY ARE SEXUALLY ACTIVE. CAUTION: BE AWARE THAT A GOOD SEX EDUCATOR GUIDES THE STUDENTS INTO MAKING THEIR OWN DECISIONS AND VALUES. MANY OF YOUR STUDENTS WILL BE INFLUENCED BY RELIGIOUS BELIEFS, PARENTS' VALUES, PEER PRESSURE AND SOCIETAL INFLUENCES.

II. Goals:

1. To define the term sexual intercourse in detail.
2. To present the possible results of an unwanted pregnancy in an adolescent female.

III. Content: (Large group presentation)

1. Read Chapter VIII.
2. Set up two displays; one showing "wholesome" teenage activities such as: (volleyball games, dancing, reading together), the other showing material concerning pre-marital pregnancy and venereal disease.
3. Present a role playing situation depicting a counselor discussing with an adolescent girl three alternatives for an unwanted pregnancy:
   a. have the baby, keep it and raise it.
   b. have the baby and give it away.

c. have an abortion.

IV. Small Group Activities:

Exercise 1

Answer the following questions.

- Describe what you think intercourse is.
- What are some other words for intercourse? List.
- What are some reasons for having intercourse before marriage?
- What are some reasons for not having pre-marital intercourse?
- Should marriage be a prerequisite for intercourse?

Exercise 2

Discuss who is responsible for preventing a pregnancy before sexual intercourse.

V. Materials:

1. Chalk or felt tip pens.
2. Blackboard or large sheet of butcher paper.
3. Copy of Pros and Cons of Intercourse.

VI. Resource Materials:

1. Book: Values in Sexuality: A New Approach to Sex Education; Morrison, Eleanor S. and Price, Nila Underhill, Hart Publishing Co., Inc.; New York, N.Y. 10012.
2. Booklet: "Facts about VD for Today's Youth;" Gordon, Sol; The John Day Company, Inc.; New York, N.Y.
3. Magazine: What's Happening; Emory University School of Medicine, Department of Gynecology and Obstetrics, Family Planning Program, 69 Butler Street, S.E.; Atlanta, Ga. 30303.
4. Booklet: Approaching Adulthood; Terrigo, Marion O. and Southard, Helen; American Medical Association, 535 W. Dearborn Street, Chicago, Illinois 60610.

5. Book: You: The Psychology of Surviving and Enhancing Your Social Life, Love Life, Sex Life, School Life, Work Life, Home Life, Emotional Life, Creative Life, Spiritual Life, Style of Life, Life; Gordon, Sol; Quadrangle/New York Times Book Co., Inc.; Three Park Avenue, New York, N.Y. 10016.

6. Book: Sex Before 20; Southard, Helen F.; New York; E.P. Dutton and Co., 1967.

7. Book: Why Wait Till Marriage?; Duvall, Evelyn Millis, New York, Association Press, 1967.

8. Games: Teen Age Sex Ed Squirms Game; Campbell, Ca. Argus Communication.

CHAPTER VIII

I. Topic: SEX ROLES (Optional Chapter)

THE ESSENTIAL MESSAGES/CONCEPTS ARE:

I. THERE ARE MANY MYTHS REGARDING WHAT IS ACCEPTABLE MASCULINE VERSUS FEMININE BEHAVIOR.
CAUTION: AS SEX EDUCATORS, BE AWARE THAT DEAF CHILDREN MAY FALL PREY TO MANY MORE MYTHS BECAUSE THEY DRAW CONCLUSIONS ABOUT SEX ROLES ON A LIMITED AMOUNT OF VISUAL STIMULI.

II. Goals:

1. To increase awareness of sex-role expectations for men and women.
2. To talk about what it is to be a male or a female, in the presence of the opposite sex group, but without rebuttal from them.

III. Content: This chapter is not in the student manual; however, it is an important, fun, and excellent unit on which to focus.

What is masculine? feminine? You will find the words in the dictionary; however, it may not be clear to you or tell you fully. You will understand the words masculine and feminine better after reading this chapter.

Exercise 1

a. Would a female do these things? Yes or no?

A. hammer a nail
B. arrange flowers
C. look in the mirror
D. smoke a cigar

E. tell a dirty joke

F. cry

G. drink beer

b. Would a male do these things?

A. play football

B. bake a cake

C. laugh hard

D. sew clothes

E. dance

F. cry

G. cut the grass

Exercise 2

Do all boys want to become football players or doctors? Do all girls want to become mothers or secretaries? Is blue a boy's color? Is pink a girl's color? Many boys want to be teachers or to play with dolls. And many girls want to be truck drivers or climb trees. All of us can have our favorite colors. It is O.K. for boys to like pink or purple. It is O.K. for girls to like blue or brown.

Exercise 3

Girls are girls. Boys are boys. So what is the difference between boys and girls? THE BODIES. Girls have a VAGINA. Only the females can become pregnant and give birth to a baby. Boys have a PENIS. . . and they become fathers. Boys have some of their sex organs (penis and testicles) outside their bodies. They may have hair on their face. Girls have larger breasts and they menstruate.

It is important. . . being able to do what we are each able to do.

What do you want to be when you grow up?

BOYS.....you could be a father
a dancer
a secretary
a nurse
a cook
an actor
an artist and
many more...

GIRLS.....you could be a mother
an auto mechanic
a wife
a writer
a lawyer
a car racer
a principal and
many more...

EXERCISE 4

List some experiences that you have heard some people say about being a MAN or being a WOMAN. Here are two examples.

1. My mother or father always said, "boys do not cry."
2. "Because you are a girl, you don't have to go to war."
3. My mother says "boys should _____."
4. My teacher or friend says "girls don't _____."

EXERCISE 5

Get a paper and check the words that describe (explain) yourself.

	All the time	Sometimes	Never
LEADER	_____	_____	_____
ATHLETIC	_____	_____	_____
FORCEFUL	_____	_____	_____
STRONG	_____	_____	_____
TOUGH	_____	_____	_____
LAUGH	_____	_____	_____
FIGHT	_____	_____	_____
LOVE SPORTS	_____	_____	_____
SAD	_____	_____	_____
FOLLOWER	_____	_____	_____
SHY	_____	_____	_____
LOVE CHILDREN	_____	_____	_____
WARM (FRIENDLY)	_____	_____	_____
WEAK	_____	_____	_____
CRY	_____	_____	_____

	All the time	Sometimes	Never
FAITHFUL (LOYAL)	_____	_____	____
LIKE FLOWERS	_____	_____	____
PINK	_____	_____	____

Boys and girls can decide for themselves what kind of persons they want to be. There are no good rules for being a man or being a woman. You must decide for yourself how you want to act. There used to be rules like: men cannot wash dishes, change a baby's diapers or cry. These rules don't allow men who want to do these things a chance to be their own kind of person. Old rules for women were things like: women stay home and don't work, women don't fly airplanes or women can't be good athletes. These rules did not let women do these things if they wanted to do them. You can make your own rules for how you want to be a man (masculine) or a woman (feminine).

IV. Small Group Activities:

See Content section.

V. Materials

1. Duplicated exercises
2. Pencils

VI. Resource Materials:

1. Book: Feeling Good About Yourself; Blum, Gloria and Barry, 507 Palma Way, Mill Valley, California 94941.
2. Book: Values in Sexuality: A New Approach to Sex Education, Morrison, Eleanor S. and Price, Nila Underhill.

3. Paperback book: The Individual, Sex and Society, A Siecus Handbook for Teachers and Counselors; Edited by C.B. Broderick and Jessie Bernard, Baltimore; The Johns Hopkins Press, 1969.

4. Book: Coping with Series - Teachers' Manual (1970) - (Changing Role of Men and Women), Gilbert C. and Schworzrock, Shirley; Cirdle & Pines, Minn; American Guidance Service.

5. Film: "Like Other People;" Northfield Illinois: Perennial Education, Inc. (Description of various life styles illustrating role models).

6. Photos of Men in the Nurturing Role, Women's Action Alliance, New York, 1976.

7. Book: Masculinity and Femininity; Henry, George William; New York; Collier, 1964.

8. Book: A Teacher's Guide to Sex Education for Persons with Learning Disabilities; Kempton, Winifred; Duxbury Press, TO Davis Drive, Belmont, California 94002.

9. Book: You; Gordon, Sol: Quandrangle/ The New York Time Book Company, 1975.

CHAPTER IX
(Chapter VIII in Student Manual)

I. Topic: QUESTIONS AND ANSWERS

II. Goals:

1. To ask and answer those questions the students didn't know how to verbalize or were too inhibited to ask.

III. Content:

1. Read Chapter VIII questions and review answers with students for clarity.
2. Answer any additional questions students may ask.

IV. Small group activities:

1. Inform the students as to where to go, whom to contact, and how to get there for future sex questions (i.e. school counselor, school nurse, any teacher who is a participating sex educator, Planned Parenthood centers, family planning clinics, bus routes, transportation fees, off-campus policies and procedures, etc.)

V. Materials:

1. A chart or handouts listing the local sources, addresses and phone numbers of sex information in your area.

VI. Resource Materials:

1. Manual: What To Do and Where To Go: If You Are a Teenager and Think You are Pregnant, Are a New Parent; Teenage Parent Council, Austin, Texas, 1973. An excellent example of a local information service including trained people, agencies, services, costs, and advice in the Austin, Texas area.
2. Booklet: Facts About Sex for Today's Youth; Gordon, Sol; The John Day Company, New York.

3. Booklet: Sex in a Plain Brown Wrapper; The Students' Committee on Sexuality at Syracuse University, The Institute for Family Research and Education, Syracuse University, 1973.

4. Handbook: Dealing with Questions About Sex; Uslander, Arlene and Caroline Weiss, California; Learning Handbooks, 1975.

5. Book: The Adolescent Experience - A Counseling Guide to Social and Sexual Behavior; Sommers, James P. and Kermit, E. Krantz; New York, MacMillan Co., 1970.

6. Book: Ann Landers Talks to Teenagers About Sex; Landers, Ann; New Jersey; Prentice-Hall, Inc., 1963.

7. Book: Teacher's Question and Answer Book on Sex Education; Kirkendoll, Lester A. and Osborne, Ruth F., New London, Conn.; Croft Education Services, Inc., 1969.

8. Magazine: What's Happening; Emory University School of Medicine, Department of Gynecology and Obstetrics, Family Planning Program, 69 Butler Street, S.E. Atlanta, Ga. 30303.

9. Book: Questions Teen-Agers Ask; Doley, S.; Dodd, Mead, 201 Park Avenue S., New York; Apollo Editions, 1970.

Appendix A

Human Sexuality

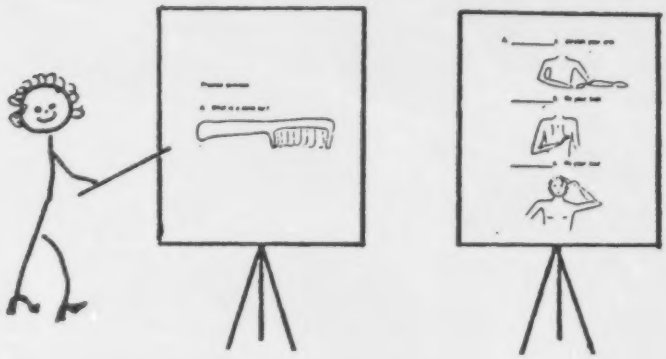
Pre and Posttest

Rationale:

For those of you who are interested in evaluating the effectiveness of your human sexuality program, a pre and posttest is provided. This test is designed to measure the conceptual/functional knowledge about sex. Test items are designed to reflect the conceptual knowledge gained in the various chapters of this course.

Administering:

The test format is multiple choice and is easy to administer. Two projectors and screens are required.



Procedure:

Inform the students that:

(1) This is a test to see what you know and do not know about sex.

(2) Your score will not go on your report card (be kept apart of your grades).

(3) Do your own work.

(4) Try your best.

Show the first practice item (put the question on one screen and then the answer on the second screen). Discuss the question "What is a comb for?" with the group, emphasizing the functional aspect and then let the students select the proper answer and put an "X" in the appropriate blank.

Check their answers to make sure they understand how to respond. Show the second item. Point out that the symbol " " means "not." Make sure students understand where to record their answers.

Evaluation:

The pretest and posttest scores can be compared, as a group, to determine the overall cognitive gains of the program. A "t" test can determine if the difference is statistically significant.

Human Sexuality Test

Pretest Posttest
(circle one)

_____
(name)

_____
(date)

Practice Questions

A. ___ a.

___ b.

___ c.

B. ___ a.

___ b.

___ c.

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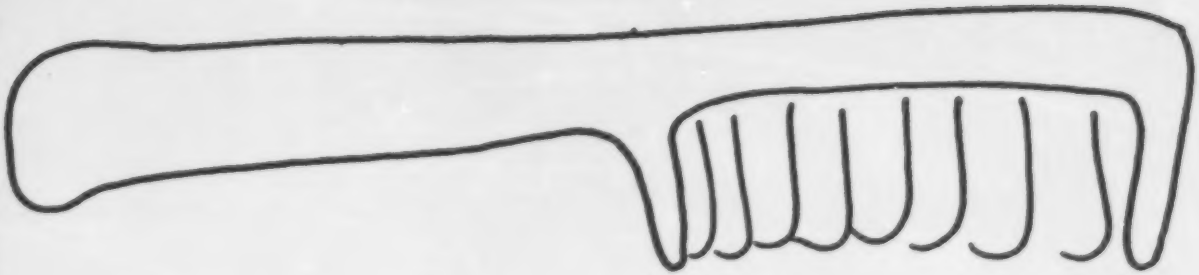
Test

1. ___ a.	6. ___ a.	11. ___ a.	16. ___ a.	21. ___ a.
___ b.	___ b.	___ b.	___ b.	___ b.
___ c.	___ c.	___ c.	___ c.	___ c.
2. ___ a.	7. ___ a.	12. ___ a.	17. ___ a.	22. ___ a.
___ b.	___ b.	___ b.	___ b.	___ b.
___ c.	___ c.	___ c.	___ c.	___ c.
3. ___ a.	8. ___ a.	13. ___ a.	18. ___ a.	23. ___ a.
___ b.	___ b.	___ b.	___ b.	___ b.
___ c.	___ c.	___ c.	___ c.	___ c.
4. ___ a.	9. ___ a.	14. ___ a.	19. ___ a.	24. ___ a.
___ b.	___ b.	___ b.	___ b.	___ b.
___ c.	___ c.	___ c.	___ c.	___ c.
5. ___ a.	10. ___ a.	15. ___ a.	20. ___ a.	25. ___ a.
___ b.	___ b.	___ b.	___ b.	___ b.
___ c.	___ c.	___ c.	___ c.	___ c.

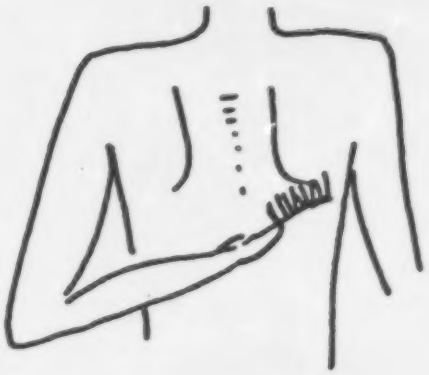
Practice question

A. What is a comb for?



A. _____ a. scratch your arm

_____ b. fix your back

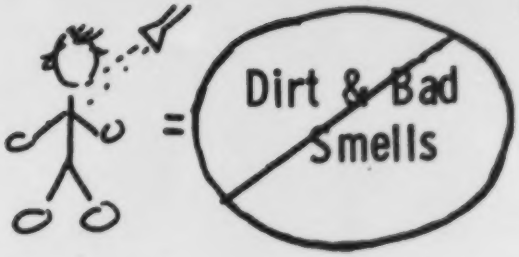


_____ c. fix your hair

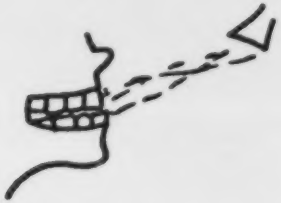
Practice question

B. What is a shower for?

B. _____ a. to clean the body of dirt and bad smells

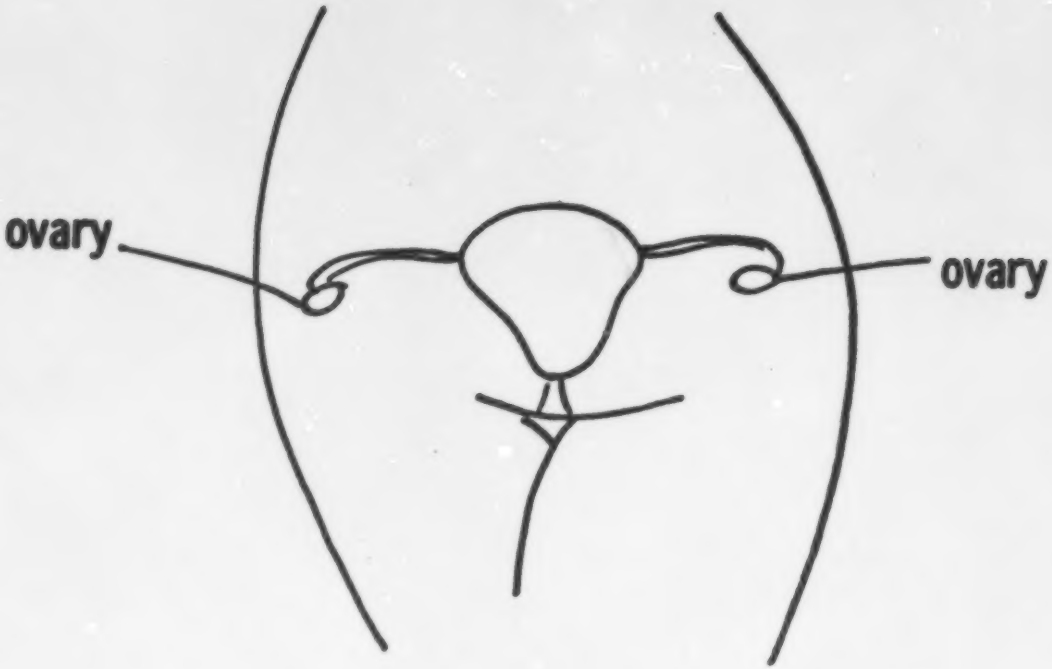


_____ b. to clean the teeth



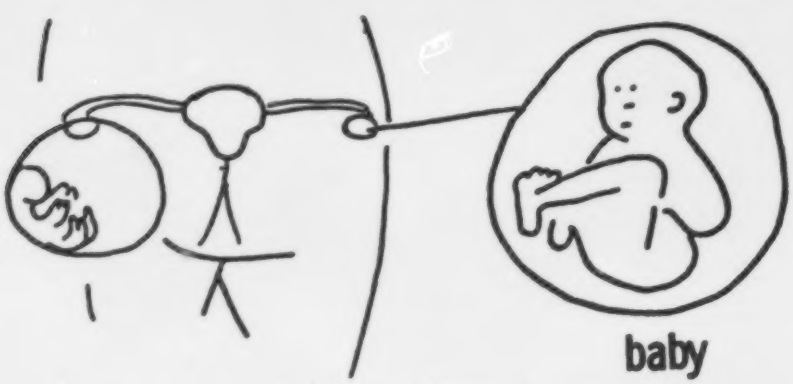
_____ c. to make the body dirty

1. What is the ovary for?

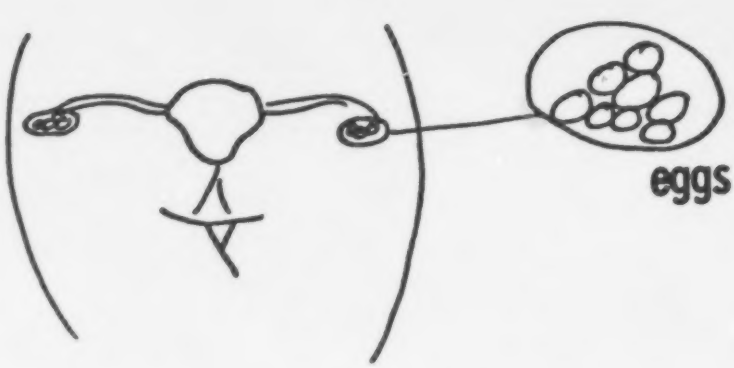


1. _____ a. keeping sperm

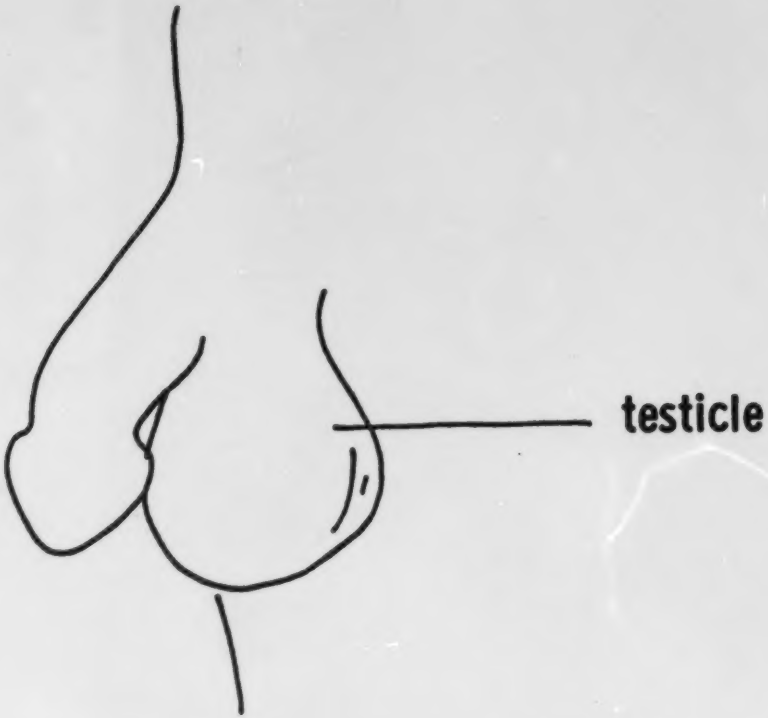
_____ b. growing a baby



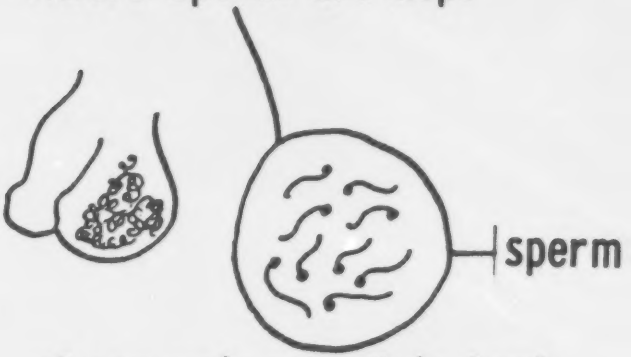
_____ c. making eggs



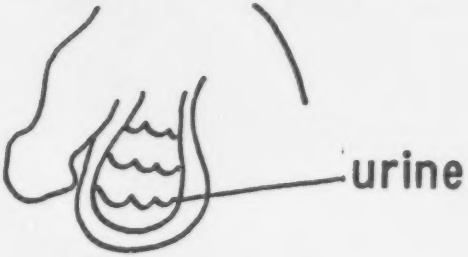
2. What is a testicle for?



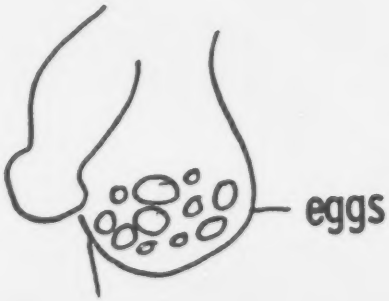
2. _____ a. where sperm are kept



_____ b. where urine (pee) is kept



_____ c. where eggs are kept



3. What is happening?

3. _____ a. they are having a wedding

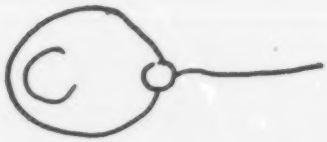
_____ b. they are having intercourse

_____ c. they are necking

4. What does ejaculation mean?

4. _____ a. when a woman masturbates

_____ b. when an egg and sperm join



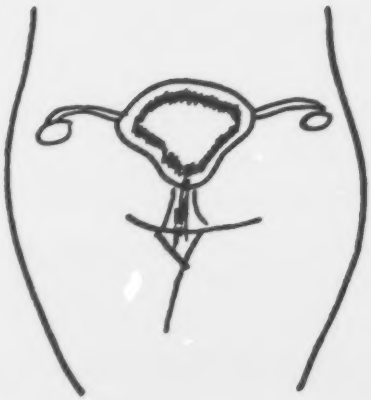
_____ c. when semen and sperm go out of a penis

5. What is menstruation?

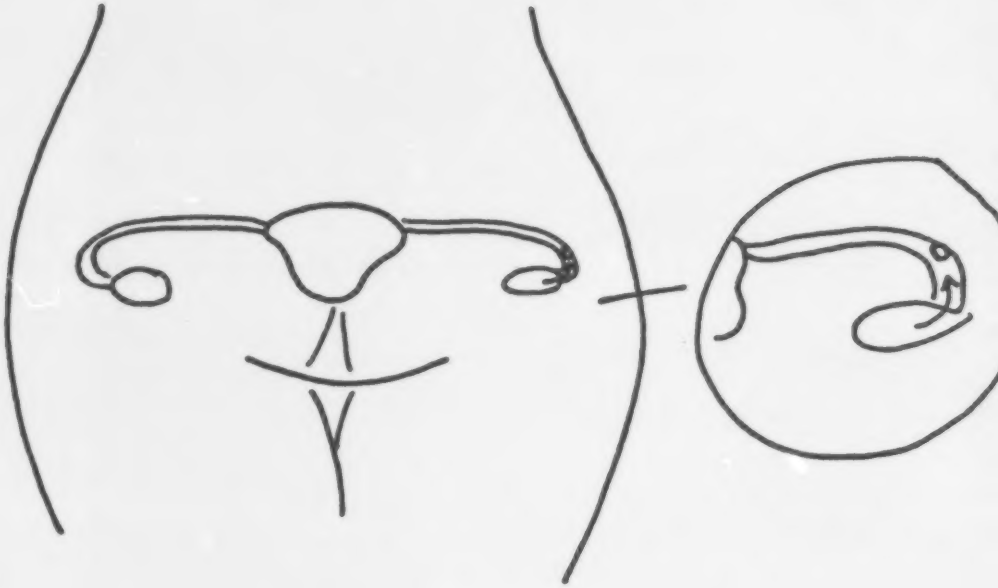
5. _____ a. when a sperm and an egg join

_____ b. when a man and a woman have intercourse

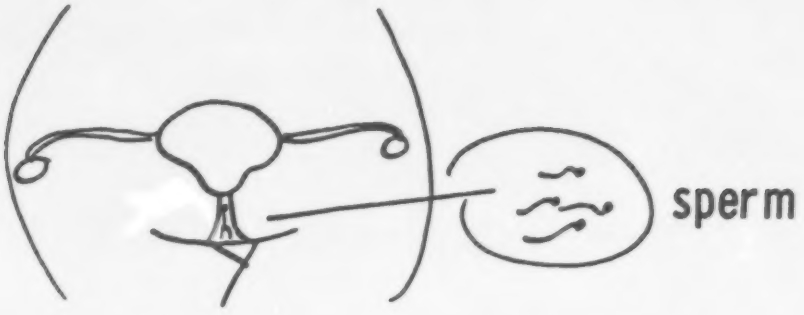
_____ c. when a woman bleeds from her uterus



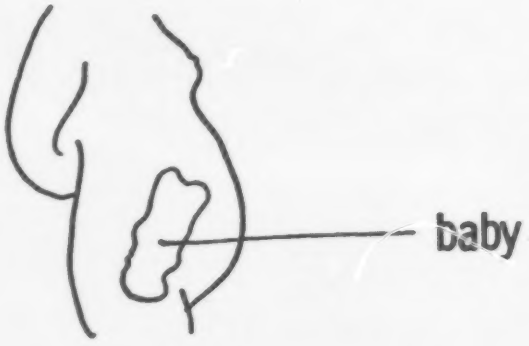
6. What is happening?



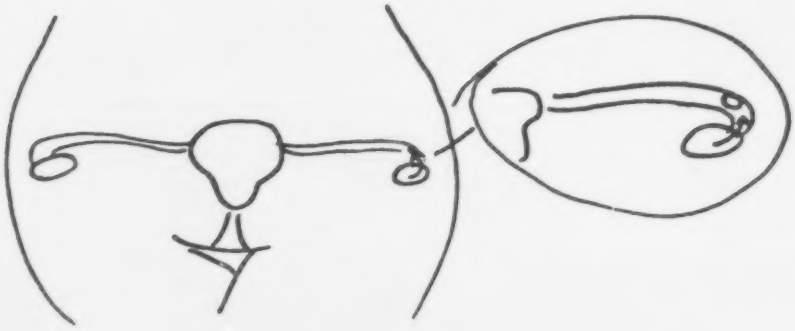
6. _____ a. sperm are in the vagina



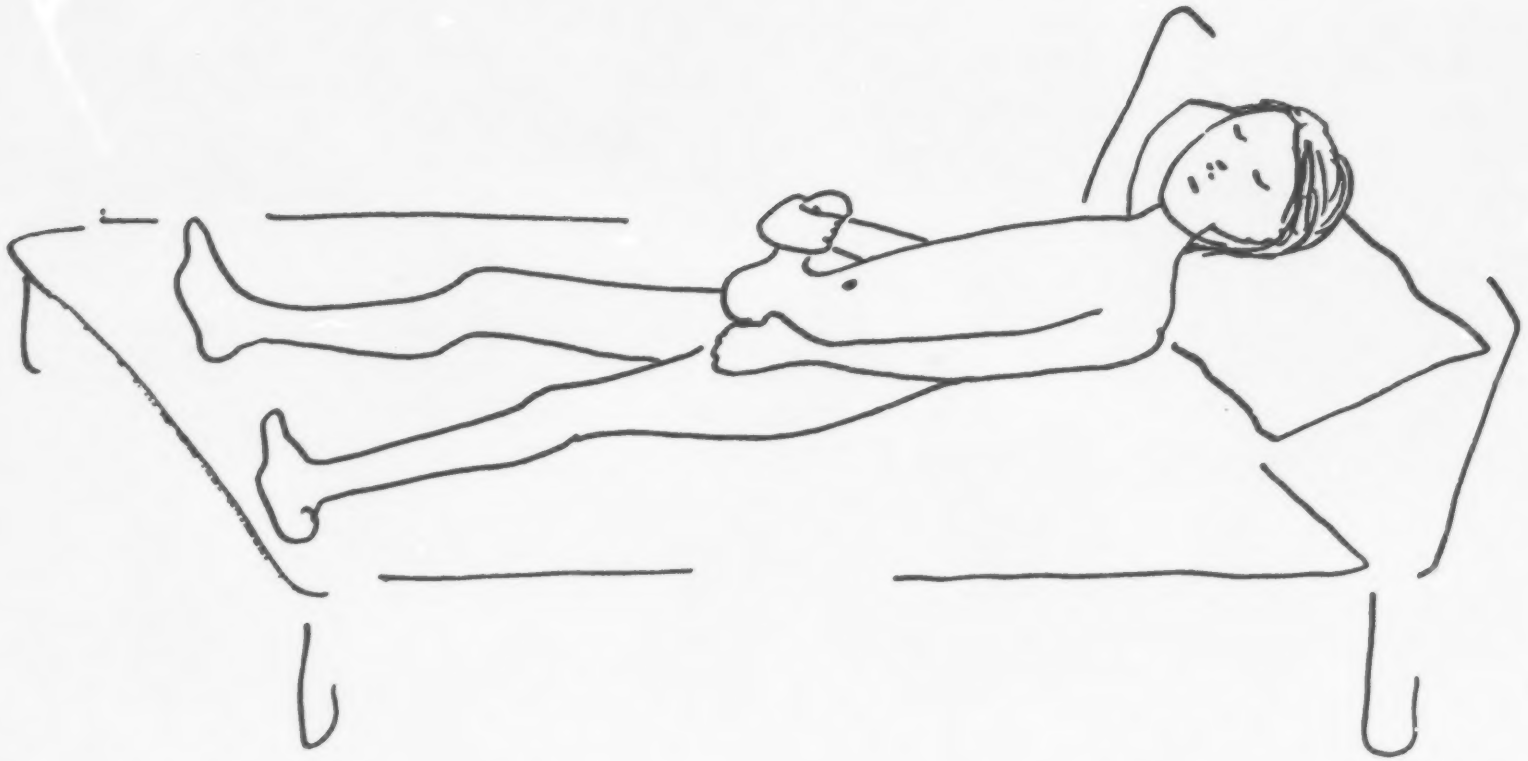
_____ b. the woman is pregnant



_____ c. an egg moves from the ovary into the tube

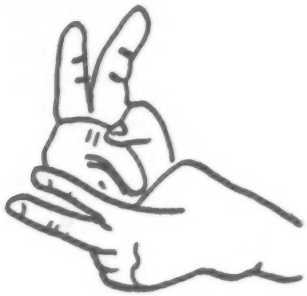


7. What is happening?

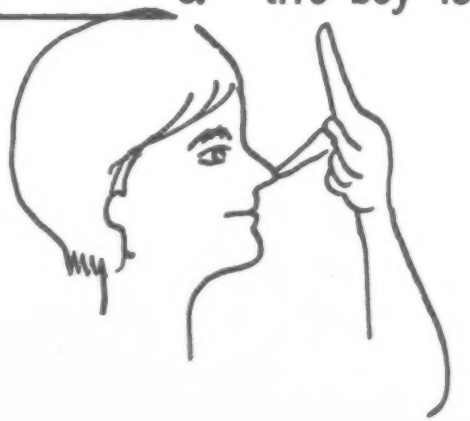


7. _____ a. the boy is masturbating

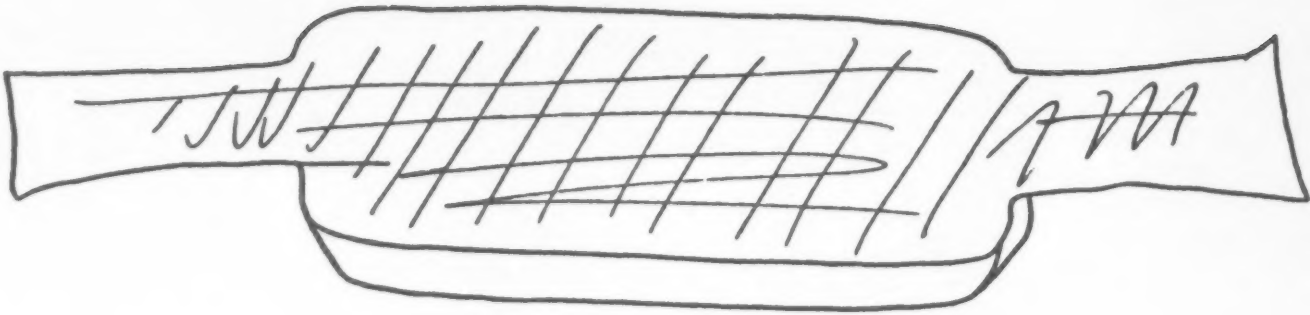
_____ b. the boy is having intercourse

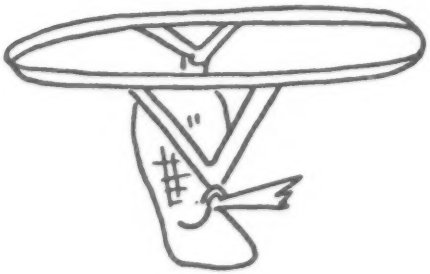


_____ c. the boy is urinating

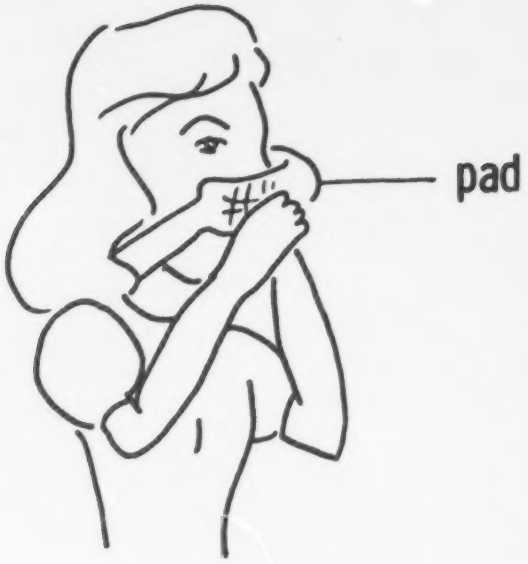


8. What is a sanitary pad for?

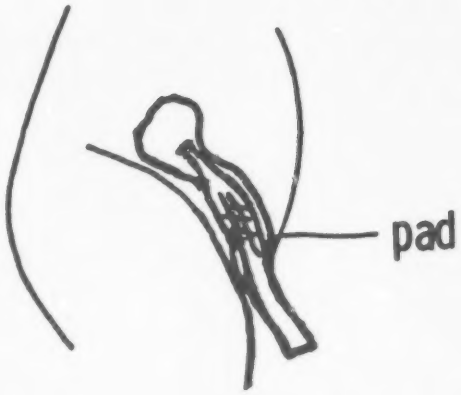




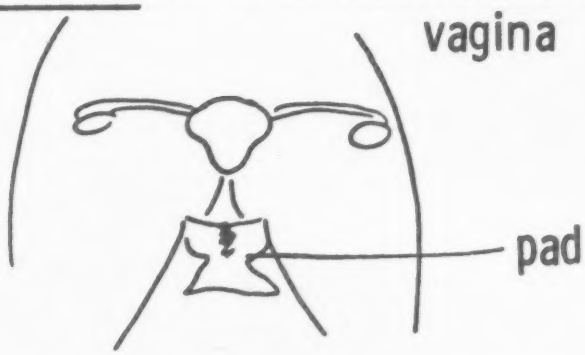
8. _____ a. it is used for blowing the nose



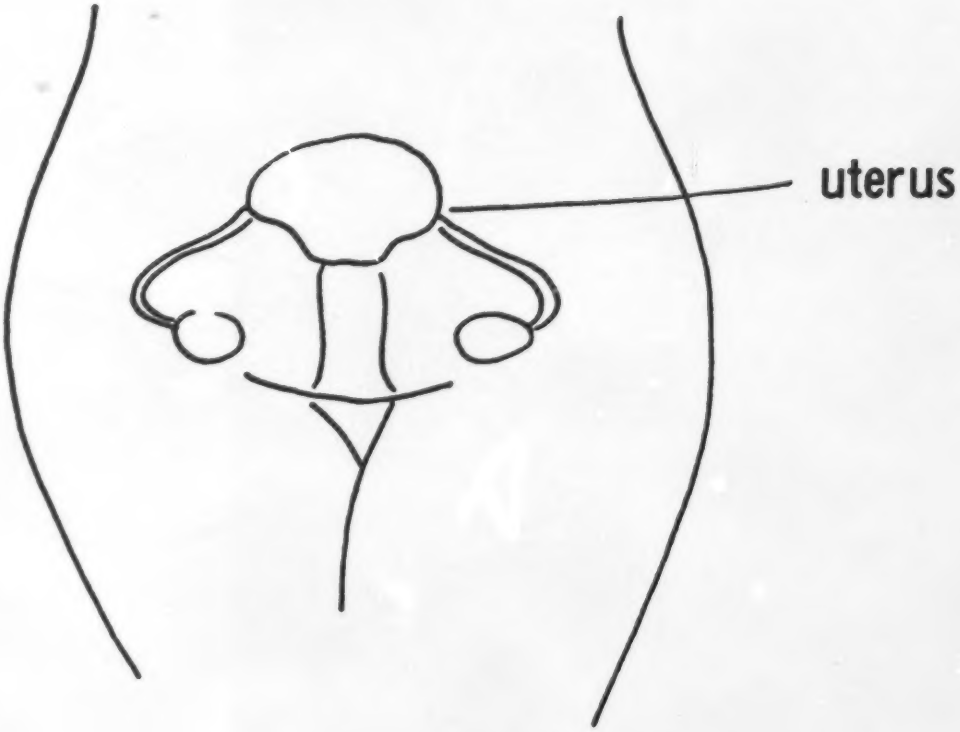
_____ b. it goes in the vagina



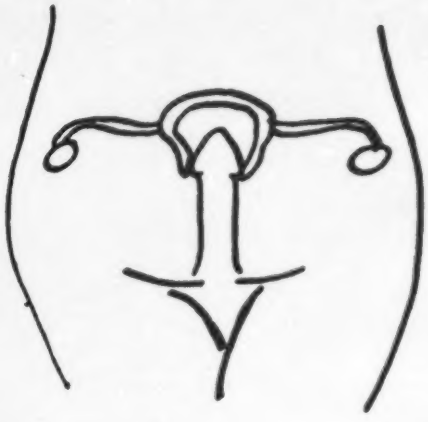
_____ c. it collects blood outside the vagina



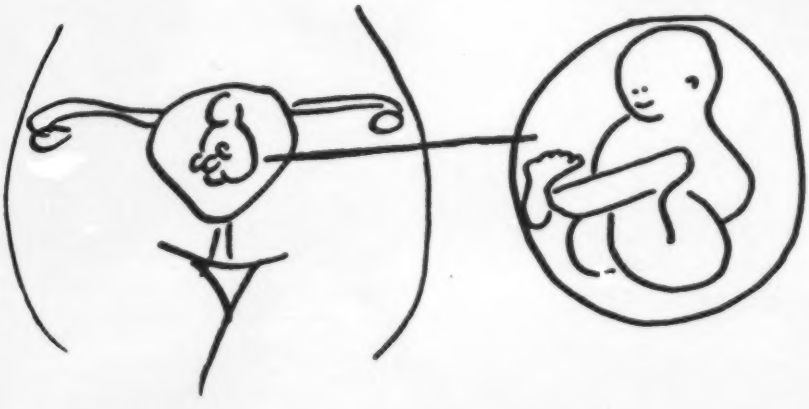
9. What is the uterus used for?



9. _____ a. a place the penis goes into

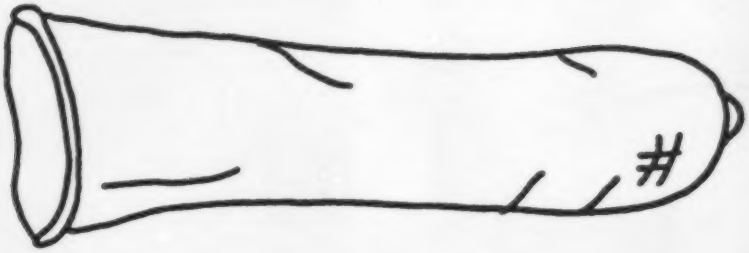


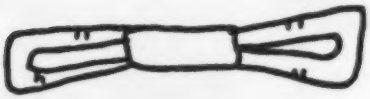
_____ b. a place where a baby grows



_____ c. making sperm

10. What is a condom for?



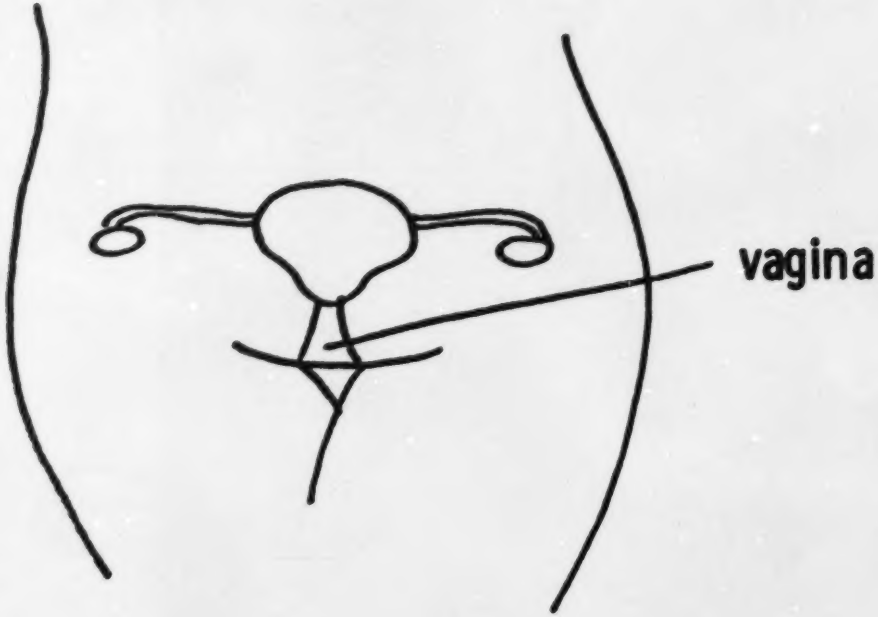


10. _____ a. to play with

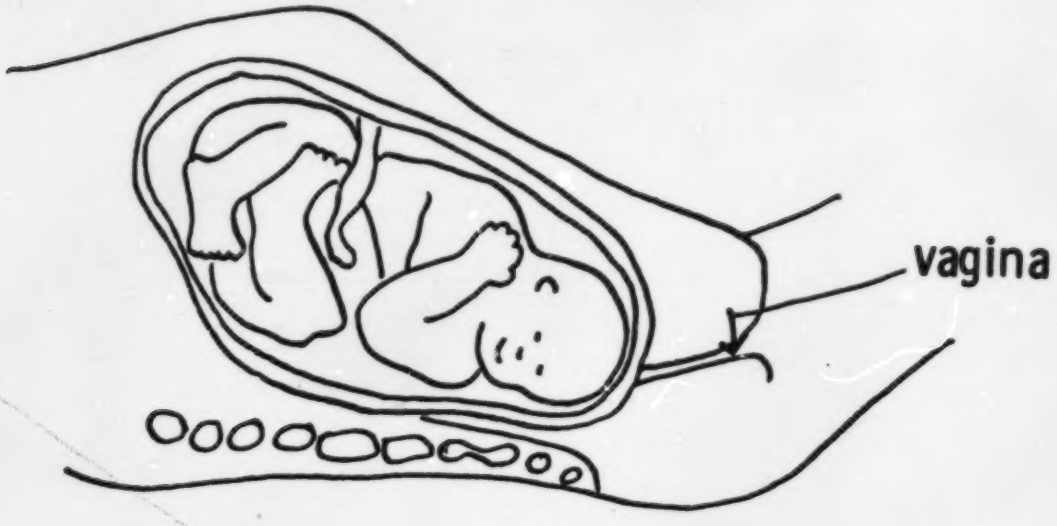
_____ b. to catch blood from the uterus

_____ c. to prevent babies

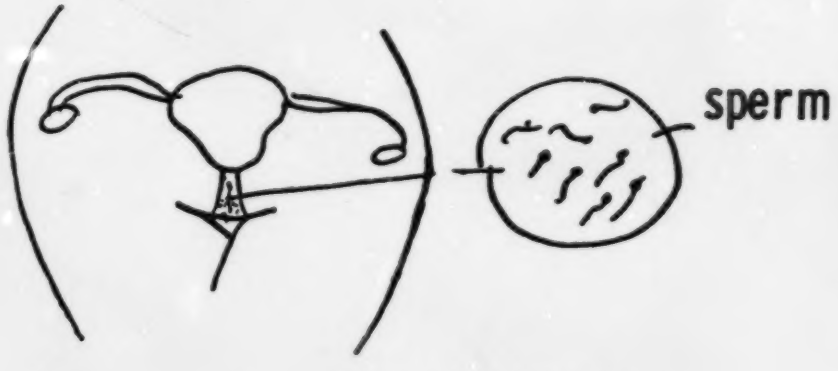
11. What happens in the vagina?



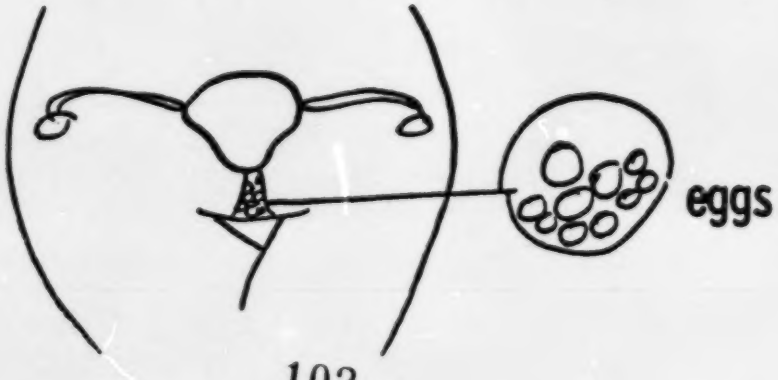
11. _____ a. a baby comes out



_____ b. sperm are made



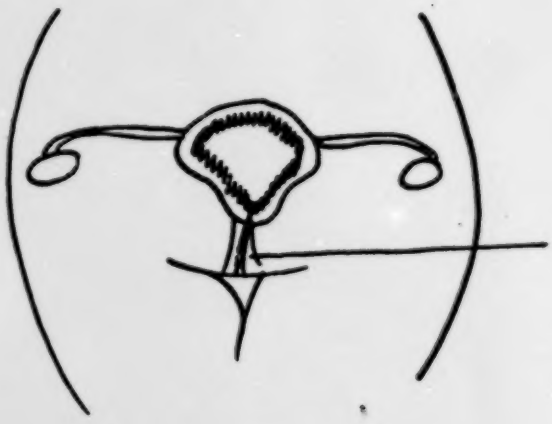
_____ c. eggs are made



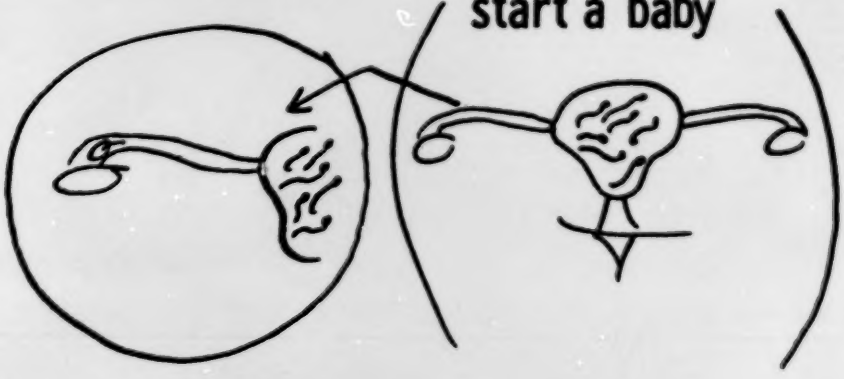
12. What is <u>conception</u>?

12. _____ a. an egg leaves the ovary and goes into the uterus

_____ b. a woman menstruates



_____ c. a sperm joins an egg to start a baby



13. What is happening?

13. _____ a. wrestling

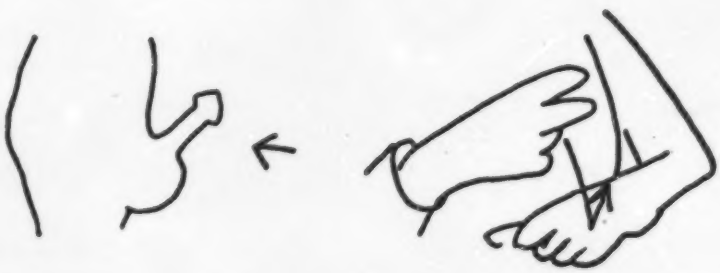
_____ b. intercourse

_____ c. masturbation

14. What is happening to the boy?

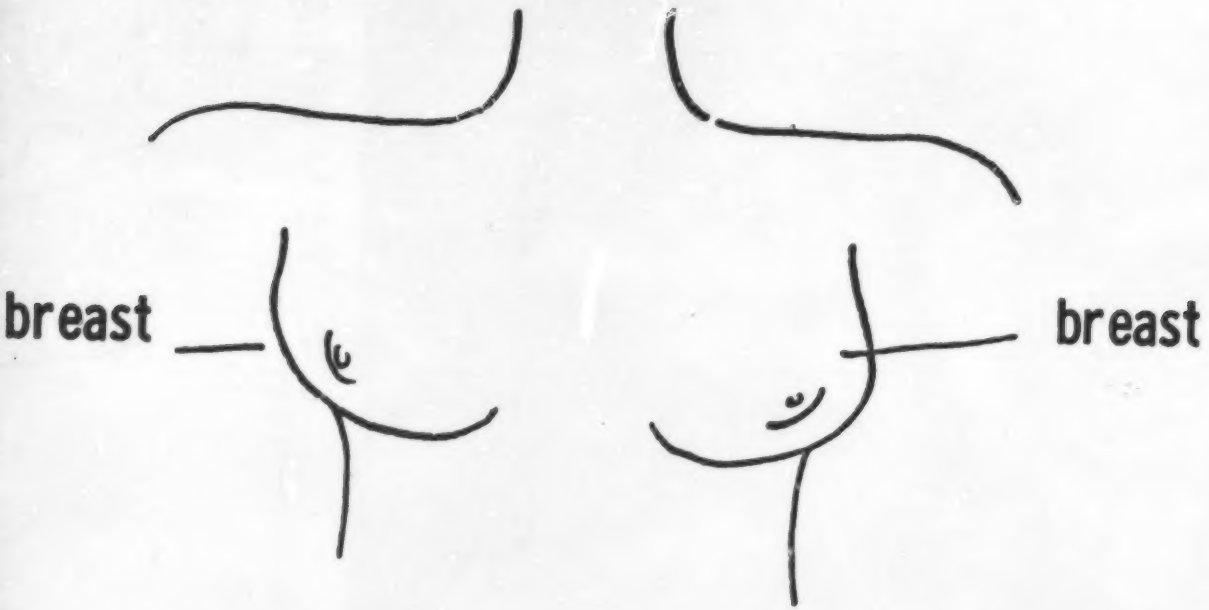
14. _____ a. he has a soft penis

_____ b. he has an erect or hard penis



_____ c. he is peeing now

15. What are breats for?

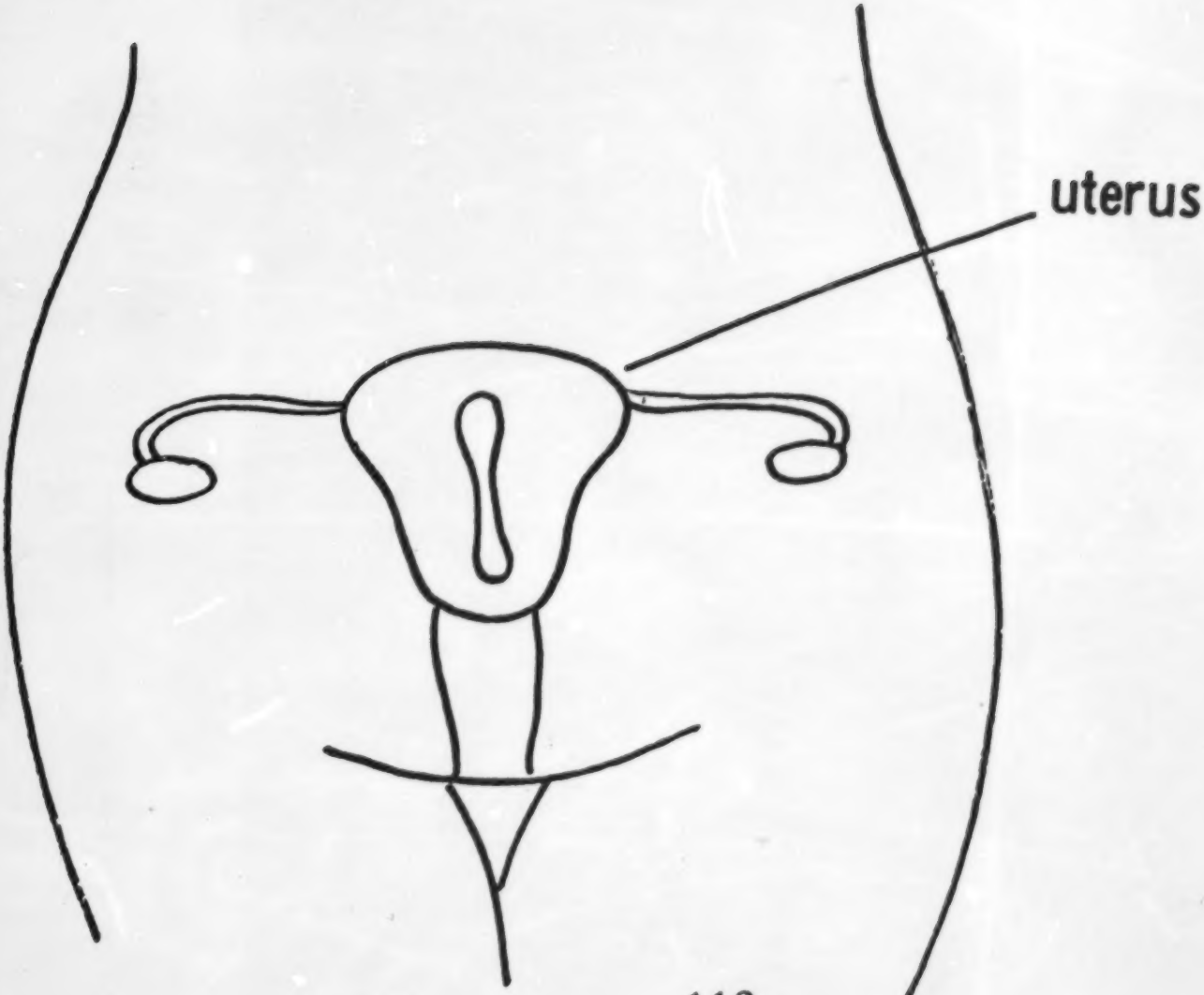


15. _____ a. making eggs

_____ b. making milk

_____ c. making urine

16. What does a <u>uterus</u> do?



16. _____ a. it collects blood

_____ b. it makes urine (pee)

_____ c. it makes eggs

17. What happened?

17. _____ a. the boy urinated

_____ b. the boy ejaculated sperm

_____ c. the boy is bleeding

18. What is birth control?

B.

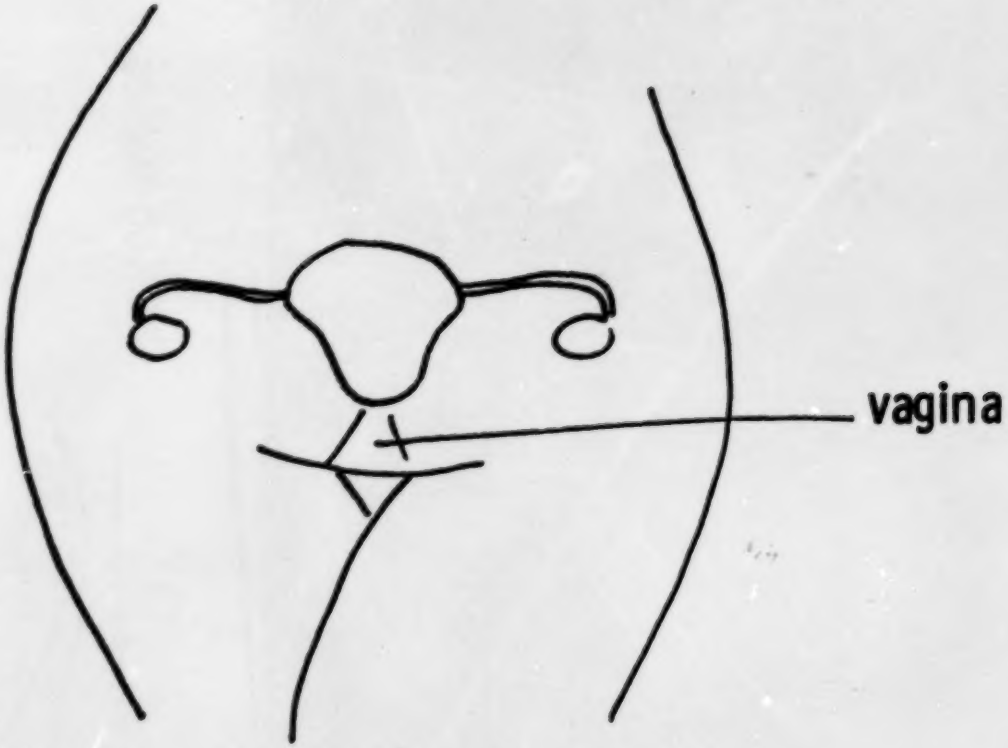
C.

18. _____ a. preventing babies

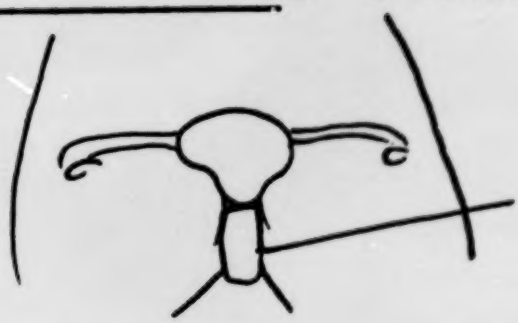
_____ b. starting babies

_____ c. having babies

19. What happens in the vagina?

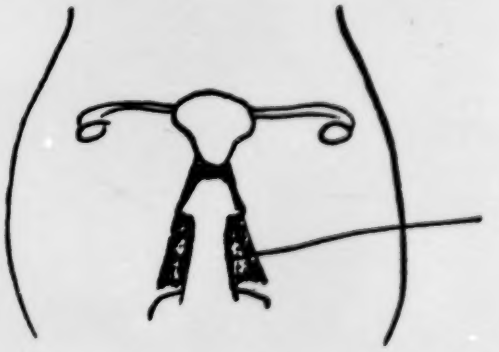


19. _____ a. a bowel movement goes out

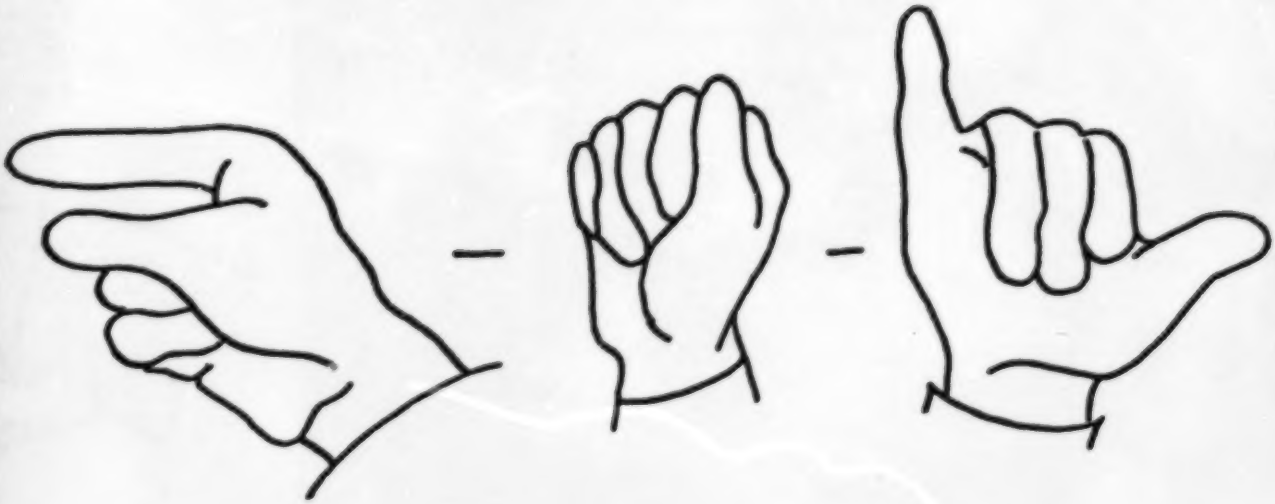


_____ b. urine comes out

_____ c. a penis may go in



20. What is a homosexual or gay person?

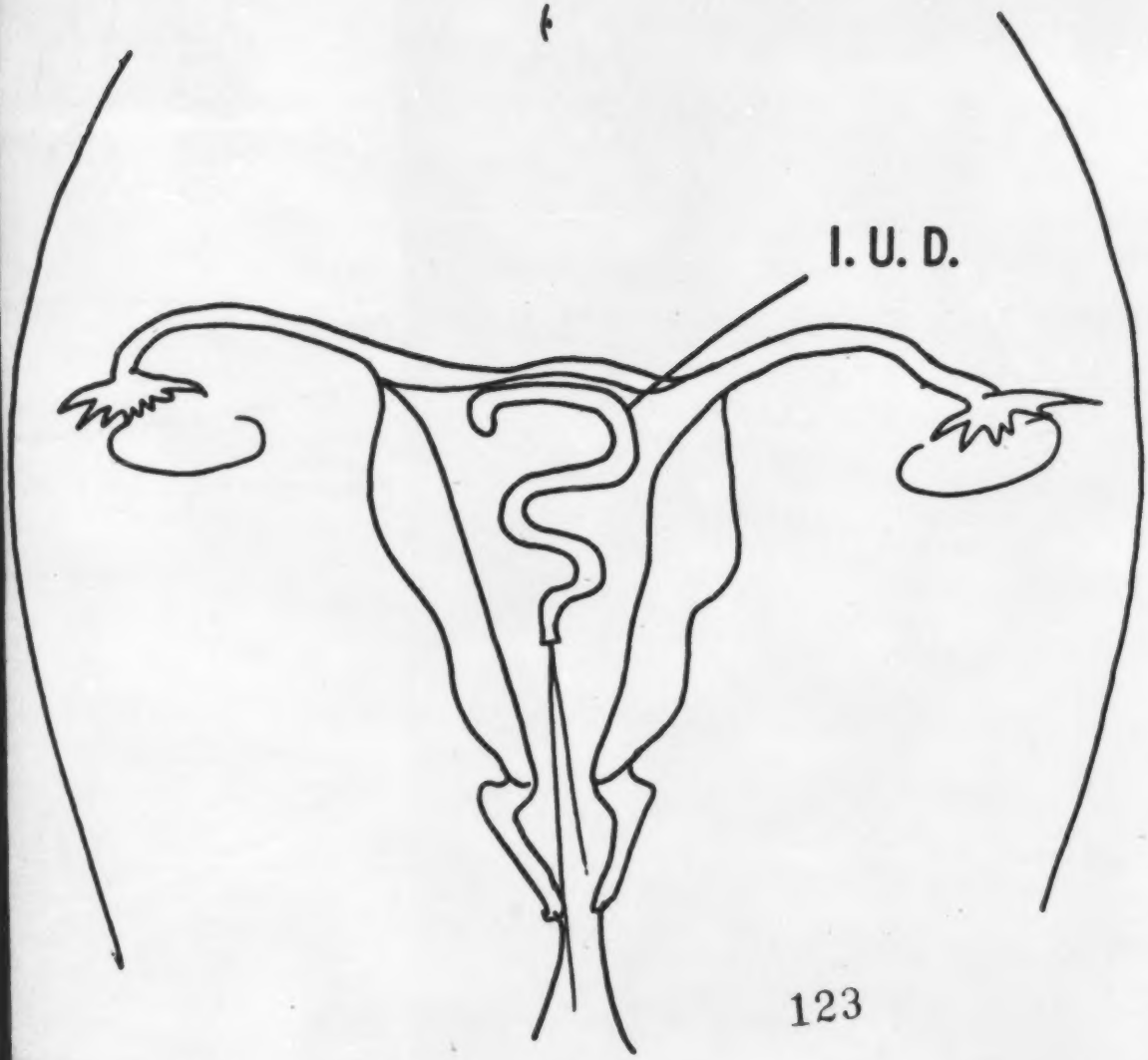


20. _____ a. a woman and a woman or a man and a man who are having a sexual relationship

_____ b. a woman and a man having intercourse

_____ c. a woman and a woman or a man and a man who are very close

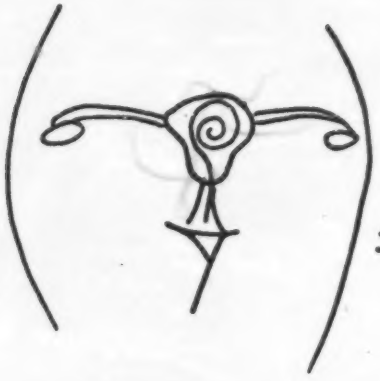
21. What is an I. U. D. for?



21. _____ a. an I. U. D. stops bleeding

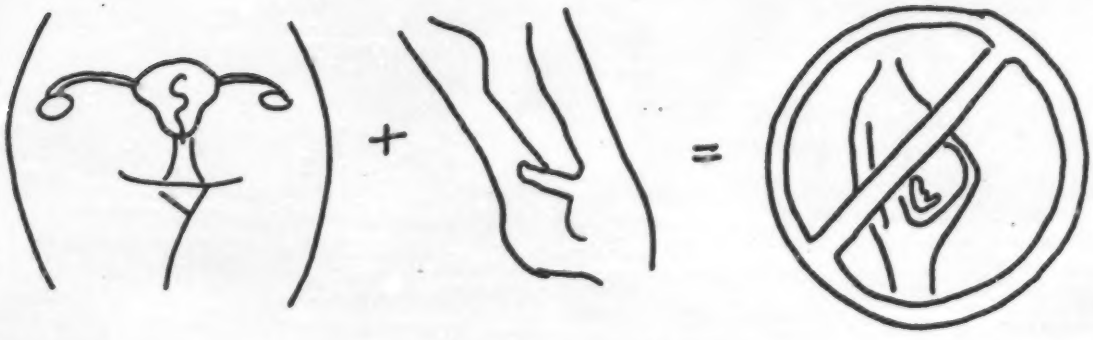
= no bleeding

_____ b. an I. U. D. cleans the uterus

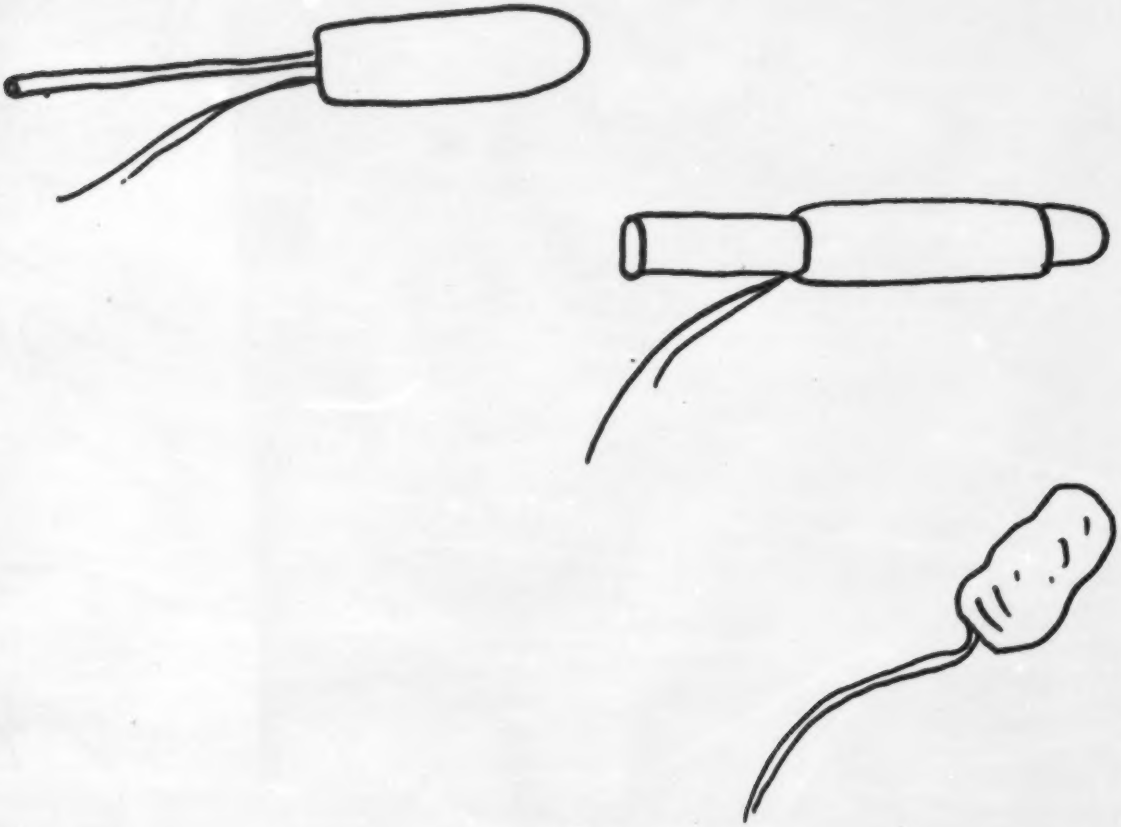


= clean uterus

_____ c. it stops pregnancy



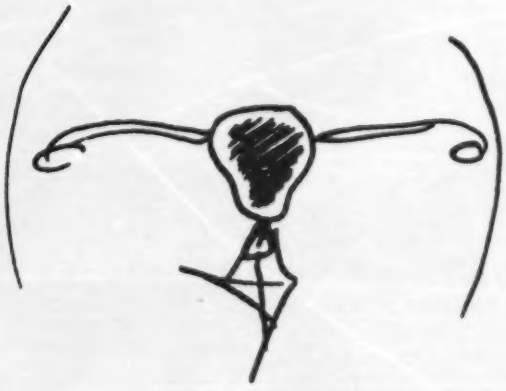
22. What is a tampon for?



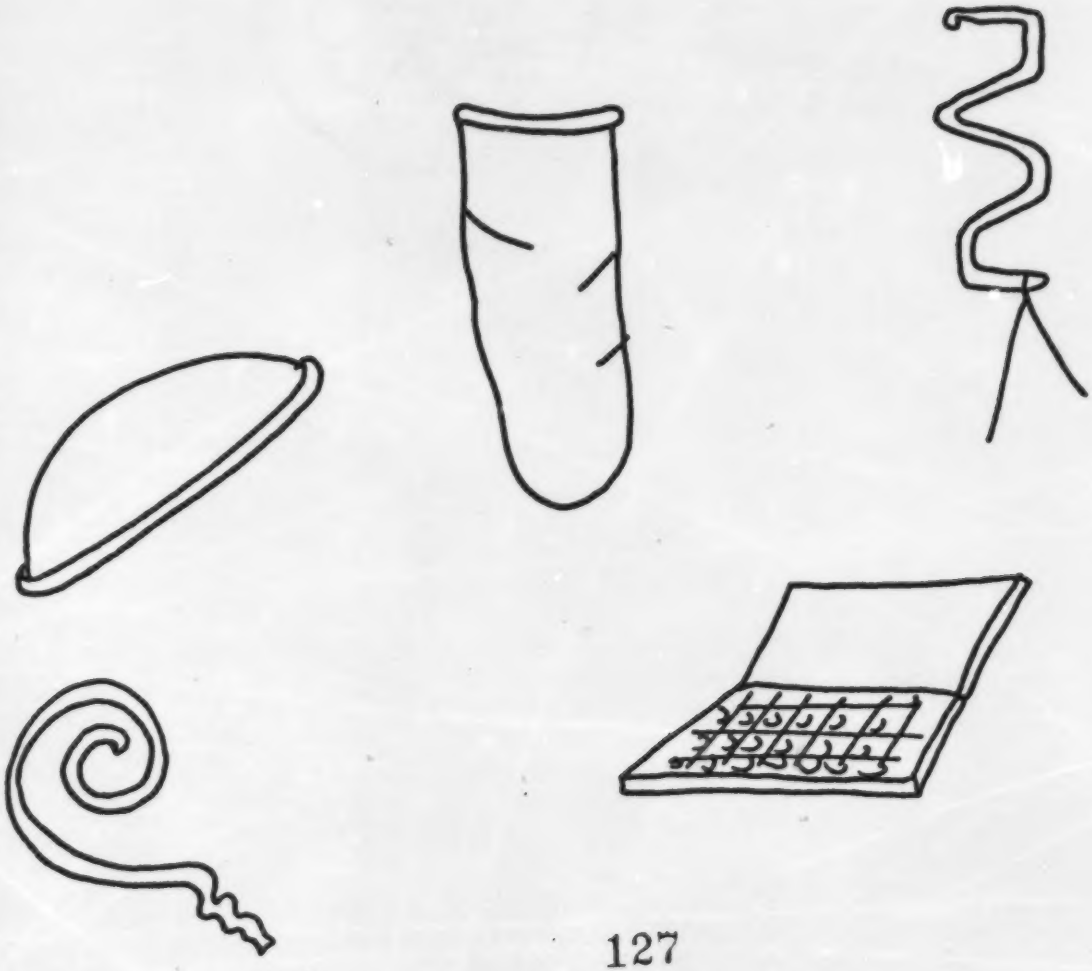
22. _____ a. it is eye make-up

_____ b. it is good birth control

_____ c. it collects blood in the vagina



23. What are contraceptives?



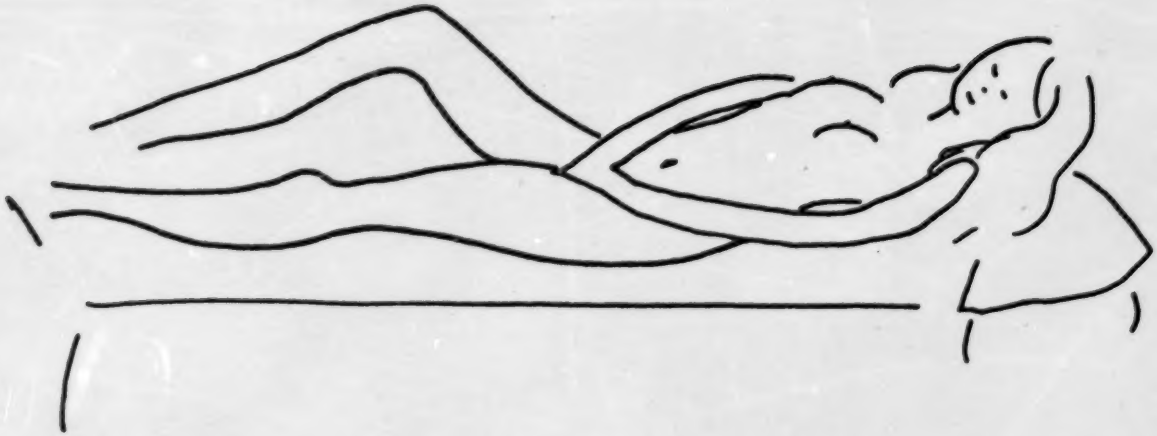
23. _____ a. different kinds of medicine

_____ b. different kinds of birth control

Birth Control =

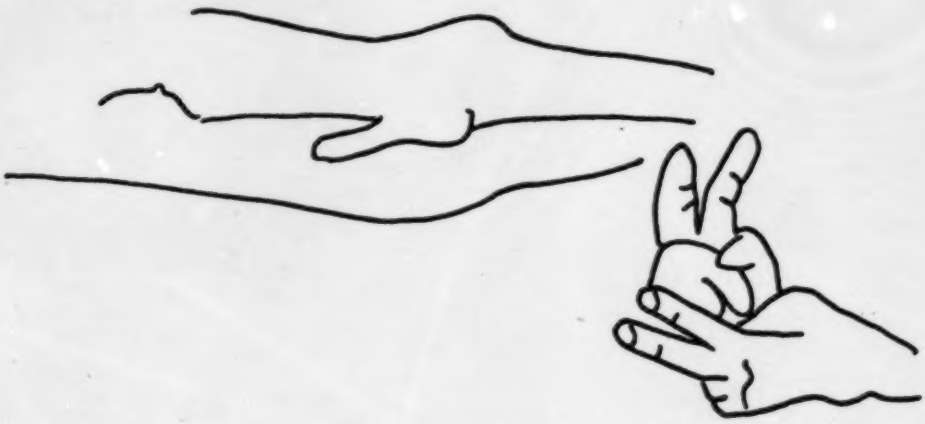
_____ c. different kinds of doctors tools

24. What is happening?



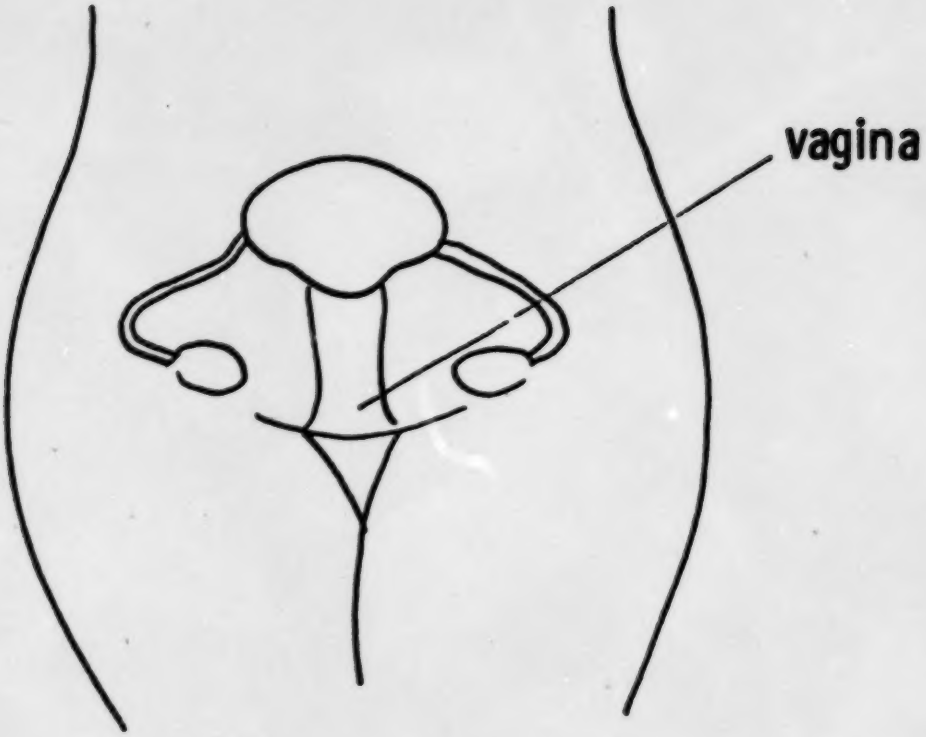
24. _____ a. the girl is menstruating

_____ b. the girl is having intercourse

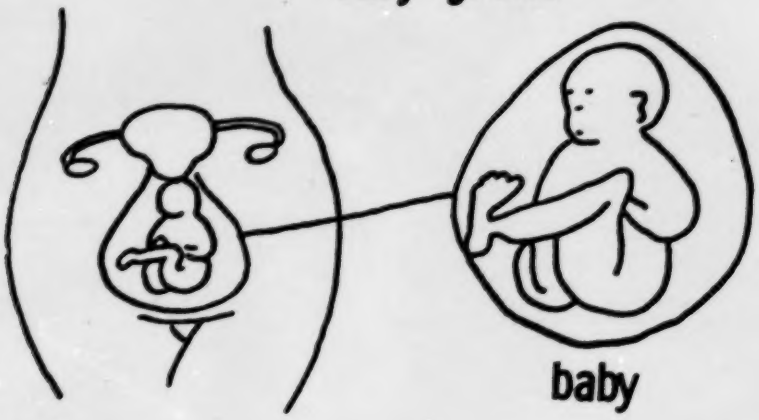


_____ c. the girl is masturbating

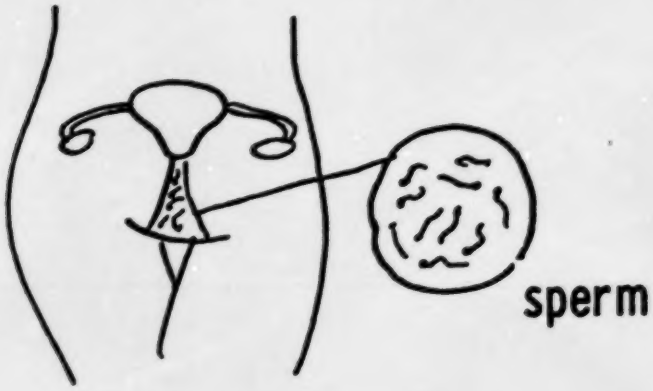
25. What happens in the vagina?



25. _____ a. the place where a baby grows



_____ b. sperm are made



_____ c. blood goes out of a woman